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**POLICY FRAMEWORKS FOR EDUCATION
IN INDIA**

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BES-122 CONTEMPORARY INDIA AND EDUCATION

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BES-122 POLICY FRAMEWORKS FOR EDUCATION IN INDIA

Introduction to the Block

The progress of education in a Country depends upon its policy frameworks on education which has developed and been implemented over the years. In this context, India has experienced substantial growth in education since its independence. Before independence, under the British rule, Indian intellectuals had started thinking about and acted for the systematic development of education of the Country. The current Block, **“Policy Frameworks for Education in India”**, has been designed to discuss the issues relating to public policy frameworks on education set up in India before independence to till date. The Block comprises of four Units.

The first Unit of this Block (Unit-5), **“Development of Education in India before Independence”**, caters to the issues on education in India that emerged before independence. In this Unit, the status and situation of education in Ancient India, Medieval India and under the Colonial and Imperial Rule have been elaborated. The curriculum, methods of teaching, teachers, and teaching-learning process during the Ancient and Medieval period have been discussed with suitable illustrations. Apart from these, the issues relating to education under the British Rule such as: controversy between Orientalist and Anglicist; downwards filtration theory; emergence of the concept of basic education have also been discussed.

The second Unit of this Block (Unit-6), **“Development of School Education – 1947 to 1964”**, discusses the recommendations of Sargent Report; University Education Commission, (1948-49); Secondary Education Commission, (1952-53); and the First, Second, and Third five year plans on policies of education. This Unit provides a base to the learners to understand the recommendations of the Education Commissions on School education and its implementation through the five year plans.

Accordingly, the third Unit of this Block (Unit-7), **“Development of School Education – 1964 to 1985”**, focuses on the recommendations of the Education Commission, 1964-66 and National Education Policy, 1968. Like the earlier Unit, the education policies formulated during the forth, fifth, and sixth five year plans have also been elaborated.

The last Unit of this Block (Unit-8), **“Development of School Education in 1986 and After”**, caters the recent development of education in India. It discusses the recommendations of National Policy on Education -1986 and its revised Policy on Education – 1992; National Knowledge Commission (2006-09); National Curriculum Framework – 2005; and National Curriculum Framework for Teacher Education – 2009. To make the recommendations of the commission implemented, in this Unit, seventh to twelfth five year plans have also been discussed.

UNIT 5 DEVELOPMENT OF EDUCATION IN INDIA BEFORE INDEPENDENCE

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Ancient Indian Education System
 - 5.3.1 Access to Education
 - 5.3.2 Curriculum
 - 5.3.3 Educational Financing
 - 5.3.4 Teacher
- 5.4 Education in Medieval Period: Structural Elaboration
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 - 5.6.5 Origin and Development of Basic Education
 - 5.6.6 Education as a Subordinate Social System
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- 5.8 References and Suggested Readings
- 5.9 Answers to Check Your Progress

5.1 INTRODUCTION

Education occurs in many forms for many purposes through many institutions since the emergence of the society. There are three forms of education - formal, non-formal and informal. Informal education can be acquired or imparted anywhere, anytime and by anyone. Non-formal education is imparted in a semi-rigid environment and can be acquired by any one. Education Policy provides a normative environment for social activity like education to take place. It defines the content and scope of education. In other words, it provides an answer to the following questions:

What constitutes education?

Who should receive education?

Who should impart education?

Who should provide resources for education?

What should be taught and in what manner?

In the present Unit, we will focus on the nature of the educational system that prevailed in different historical contexts in India since its beginning till independence. Therefore, the Unit is divided into four parts i.e. Ancient Indian Education Policy, Education in Medieval Period, Education under the Colonial rule and Education under Imperial rule. In the first part, major focus has been given on education policy during Vedic and Buddhist period. The second part deals with the nature of education during Muslim era. The third part discusses the conflict of 'Orientalist and Anglicists' during Colonial rule and in the last part, development of education after imposition of Imperial rule has been discussed. The Unit also provides a glimpse on the development of basic education and finally discusses, education as a subordinate social subsystem.

5.2 OBJECTIVES

After going through this Unit, you will be able to:

- understand the development of education in India since the ancient time till 1947;
- compare the education systems of each period within the context of its social, political and economic background;
- explain the education system of British India;
- describe the origin and development of Basic Education in India; and
- understand the subordinate position of education as a social subsystem.

5.3 ANCIENT INDIAN EDUCATION SYSTEM

India has a rich tradition of learning and education from the beginning of the civilization. Education policy in ancient India in its traditional form was closely related to religion. Over a period of time, two systems of education have developed- the Vedic, which is further subdivided into post-Vedic and/or Brahminic and the Buddhist. The wide spread policy of the Vedic tradition followed the norms as laid down in the Vedas and Smritis which were the codification of the parameters of civil society as endorsed by Hindu religion. The second strand was the educational policy of Buddhism. In parallel, there were also regions in the Indian subcontinent where Jainism prevailed and the norms were according to the Sastras of Jainism.

Education in ancient India is considered to have begun around the 3rd Century B.C. with elements of religious training to impart traditional knowledge. It was considered the means of self-realization, as the means to the highest end of life i.e. Moksh or Emancipation. Ancient Education system in India is also to be understood as being ultimately the outcome of the Indian theory of knowledge, which was part of the corresponding scheme of life and values. According to the ancient Indian theory of education, the training of the mind and the process of thinking are essential for acquisition of

knowledge. The pupil had mainly to educate themselves and achieve their mental growth. Ancient Indian education system had three simple processes- Shravana, Manana and Niddhiyasana.

During Vedic period, India had Gurukul system of education in which anyone who wished to study went to a teacher's (Guru) house (Ashram) and requested to be taught. If accepted as a student (disciple) by the Guru, s/he would then stay at his place and help in all activities at home. This system was not only created a strong tie between the teacher and the taught (like family members), but also taught the learner everything about running a house. The Guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student stayed as long as s/he wished or until the guru felt he had taught everything he could teach. All learning was closely linked to nature and life and not confined to memorizing information. Buddhist education was also imparted in Mathas. The entry to higher education was very selective and competitive and only the best managed to enter the citadel of higher learning.

Uniqueness of Ancient India Education

1. The State and the society did not interfere with the curriculum of studies or regulation of the payment of fees or hours of instruction.
2. It was compulsory and fully residential.
3. Care was laid on developing personal relations between the teacher and the taught.
4. Education was absolutely free and the teacher looked after the primary needs of the students, including food and clothing.
5. The ancient system of Indian education advocated the dignity of labour.
6. Education in ancient India was more of the seminar kind where students used to learn through discussions and debates.

5.3.1 Access to Education

In Vedic period, Education was free to everyone. Formal education was open to all in ancient India. Members of all the Varnas/castes were free to gain higher education but with the passage of time (post-vedic or Brahmanic period), it was restricted to selective Varnas and Castes of Hindu society. It was due to the emergence of a new social order where one's occupation was decided on the basis of one's aptitude under Varna system. Gradually, the occupation became hereditary. Since the new entrants to the society were socialized in the family, the occupational training was received by practicing the skills followed by the elders in the family and thus occupational roles were transmitted from one generation to another. Finally, this phenomenon became normative and the caste system got crystallized under religious sanction into a close stratification based on birth. Later on, children belonging to the higher Varnas and castes namely Brahmins, Kshatriyas, and Vaishyas were allowed to get the formal education. The Brahmins were allowed to learn scriptures and religion while Kshatriyas were educated in various aspects of warfare. The Vaishyas learned commerce and other specific vocational

courses while education was largely denied to the Shudras, the lowest Varna (or the peasantry castes).

Sinha (2010), in her study found that in Ancient India, education was confined to a very small section of Indian society. It was not so much so that common people were debarred or denied access to education because of discrimination, as it was:

- method of education, which was verbal and psychological, the transforming knowledge was imparted in the forms of hymns, recited orally;
- Sanskrit being the medium of instruction; and
- masses were busy in their hereditary/traditional occupation which was learned in the family itself.

In Ancient India, women were given equal right to education and teaching. Though home was the main center of their education in domestic science, they took part in all rituals and ceremonies with their husbands. Some of them gained higher education too and were called Brahma Vadini and achieved the status of Rishika. Some of the women were regarded as Devis and even composed hymns. Women seers like Gargi, Gayatri or Maitreyi were prominent participants in educational debates and proceedings of 'Parishads'. But in post-Vedic and/or Brahmnian period, women did not enjoy the social and educational privileges as they did in Vedic age though they were allowed to participate in religious conferences.

In the Buddhist and Jain system there were no restrictions of entry based on one's birth as there was no caste system in these religions. Initially, entry of women was prohibited in Bodhi Sanghas (centers of learning) but later on they were allowed. Even then, they were kept under stricter rules and their places were lower than that of male monks. Besides this, the rules of admission of women in Sangh were hard enough. In spite of all this, Buddhist Sangh had given attention to the cultural development and social uplift of the women.

5.3.2 Curriculum

It is discovered that both the systems offered vocational education apart from religious education of their respective faiths. Kings and princes were educated in Arts and Sciences related to government politics (danda-niti), economics (vartta), philosophy (anviksiki) and historical traditions (itihasa). Accordingly, Philosophy, Literature, Science and Vocational training found a place in ancient education system. During Vedic period, subjects of study were- four Vedas, six Vedangas (phonetics, ritualistic knowledge, grammar, metrics and astronomy), the Upanishads, the six darshanas, puranas (History), tarka shastra (logic), medicine etc. During Buddhist system of education, the main subjects of study were three Pitakas, the works of all the eighteen schools of Buddhism, hetu-vidya, sabdo-vidya, chikitsa-vidya, etc. While Sanskrit was the medium of instruction in the Vedic system, Pali was the medium of instruction in the Buddhist system of education. Much of the educational transactions took place in oral and recitation mode and writing was kept to a minimum in the initial years.

Indian women learnt the arts of housekeeping in addition to music and dancing during Vedic period. They were given practical and useful education such as: spinning, weaving, etc. Thus, women were given 'Shastriya' as well as practical education. In Buddhist era, women also got proper opportunities for their spiritual development.

5.3.3 Educational Financing

Education in Ancient India was free for all students during Vedic and post-Vedic period. The Brahmins or teachers were bound to discharge their duty of imparting education, irrespective of the consideration of fee. They were sacrificing for the society since Vidyadaan was considered a high order *Daan* in the society. As it was compulsory for the students to live in the Ashrams or Gurukuls, all the needs of students including food and lodging were met by the teacher. Though the Ashrams or Gurukuls, unlike the present day controlled monolithic structure of education system, were locally supported with an occasional grant from the rulers for maintenance of Gurukuls but most part of it came from the parents of students or rich people in the form of land, animals, cereals etc. After completion of their education, students used to pay Gurudakshina which could be in material or other forms.

The system of presenting fees to the teacher before starting education was common in Buddhist period. The students who could not pay in cash might pay as manual labors. Those who were unable to pay fees in any form were educated as charity. Actually, the fee was not charged for the pay of the teachers, but to meet the expenditure of food and lodging charges of the students and maintenance of the centre. Meritorious students who did not have the means to support themselves were given scholarship by the Government of that time.

5.3.4 Teacher

Education in Ancient India commenced under the supervision of a Guru, who was revered as God and highest regard and honour was reserved for him/her in the society. After 'Upnayan', children were free to go to the Guru for education. Students were expected to follow strict monastic guidelines prescribed by the Guru and to stay away from cities and families in Ashrams or Gurukuls. It has been observed that most teachers of the Vedic/post-Vedic age were men and mostly Brahmins, because the education and society of that era was dominated by educated male population and the work of teaching was mainly performed by male Rishis/Gurus as the occupation used to be decided by birth. They were of highest caliber in society from the point of knowledge and spiritual progress. They maintained their general reputation in the society. Living in their Ashrams, they always paid attention to the proper and spiritual development of the disciples. They kept them like their sons and daughters and managed food and lodging and helped them in need. Thus, every responsibility was on gurus, who always tried to develop the qualities of his taught as that might become higher than him. It has also been found that teaching also existed beyond schools run by the upper caste teachers in their so-called Gurukuls.

In Buddhist system of education, 'Upajysaya' (Guru) was mainly responsible for proper education and upkeep of the disciple. He was duty bound to fulfill

all the necessities of the disciple, during the education period. In the educational system of Buddhism, much stress was laid on the efficiency of the teachers. A teacher was expected to have spent at least ten years as a monk, and was to necessarily have purity of character, thoughts and generosity. He was expected to be of a high mental order so that he might teach his disciples the religion and nobleness and may also successfully combat wrong religious notions.

Hence, during Ancient India, the teacher and the taught had very cordial relations. They were bound in a relation like father and son/daughter. Teachers used to treat their disciples like their children and care for them while students also paid full respect to them and performed all the duties assigned to them by their gurus or teachers.

In the end, one important fact to be borne in mind is that the legitimacy of education in Ancient India was derived from religion. Religion, also, legitimized other social systems like polity, economy etc. Therefore, change in the polity did not affect the educational policy for a long time throughout the ancient historical period. Very minor changes occurred in the form of structural elaborations when greater parts of the subcontinent came under Muslim rule.

Check Your Progress 1

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

1. Discuss the important features of Education system in Ancient India?

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2. 'Education was confined within a very small section of Indian society in Ancient period.' What does it imply?

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3. Describe the relation of teacher-taught during Vedic period.

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4. What curriculum was prescribed during Ancient Education System?

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5.4 EDUCATION IN MEDIEVAL PERIOD: STRUCTURAL ELABORATION

Education in medieval India flourished mostly during the Mughal rule from the beginning of 1526 A.D. until the end of Mughal political presence in 1848. Muslim rulers promoted urban education by establishing libraries and literary societies. They founded primary schools (maktabs) in which students learned reading, writing, basic Islamic prayers and Secondary Schools (madrasas) to teach advanced language skills (mainly Arabic and Persian) in India. The main objective of these Madrasas were to train and educate scholars who would become eligible for civil service as well as performing duties as judge. The education was given in Sufi centers too. Certain Maulvis ran private schools at their residence or some other public places.

Hindu education was imparted in Pathshalas, usually run in a temple during this period and was not compulsorily residential. Education continued to be self-directed and self-controlled decentralized institutions even during that period. They were completely autonomous and self-managing institutions.

5.4.1 Access to Education during Later Medieval Period

The State did not have a policy for educating the entire masses. Universal education did not seem to be their aim. Centers of education were confined to cities. Poor people did not get opportunity to acquire higher education. Further, Muslim education was meant for followers of Islam. Hence, Hindus were not allowed to get that education. Later, Sikandar Lodhi opened the doors of Maktabs and Madarsas for Hindus as well. Akbar also gave equal opportunity to the Hindus to acquire education along with the Muslim boys. Muslim education did not pay proper attention to the education of women. Though there was arrangement for their education but it was not satisfactory. Regarding the education of lower castes, the surveys conducted by British Administration shows that the education had evolved in such a way so as to reach all castes in several parts of India during this period.

5.4.2 Curriculum and Financing of Education

Curriculum varied from place to place but the teaching of the alphabet and the recitation of Quran was almost compulsory. The students learnt some portions of Quran by heart as this was considered essential to perform religious functions. Sultan Sikandar Lodhi brought some changes to this system of

education. Apart from religious education, rational education was also included. Learned persons from Arabia, Persia and Central Asia were invited to take charge of education in India. The tendency that started at the time of Sikandar Lodhi found its culmination in the reign of Akbar. He introduced reforms in the curriculum of primary schools and included Logic, Arithmetic, Geometry, Astronomy, Agriculture, Physiognomy, and Public Administration, apart from the study of Quran in the courses of study. In studying Sanskrit, students ought to learn Vyakaran, Nyay, Vedanta and Patanjali.

The salient feature of the curriculum was to relate religious education with the Greek philosophy. For the practitioners of medicine, syllabus was different. They began their education with Arabic literature, grammar and philosophy, and then they started studying “Kanoon fi al-Tibb” and “Kitab al-Shifa” of Ibne Sina. For the accountants and secretaries, a separate curriculum was prepared at the end of Akbar’s reign.

Check Your Progress 2

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

5. Describe the main characteristics of education in Medieval India?

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6. Explain the curriculum and source of financing in education during Medieval India.

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5.5 EDUCATION UNDER THE COLONIAL RULE

Colonial era started with the establishment of East India Company as a mercantile interest in the subcontinent. The Missionary activity in education became another instance of structural elaboration of the indigenous education system. Initially, British did not touch Indian social and educational system but gradually they started interfering. The first such act was the passing of Charter Act of 1698, which was related to education. This Act gave East India Company to open schools, mainly for those Europeans’ children who were working for Company and were living in India. To learn the native

language was compulsory to work properly, therefore, charity schools were opened by Missionaries at Presidencies of Madras, Calcutta and Bombay for the education of British soldiers and those of Europeans. Later on, children of Indian officers of the Company were also allowed to receive English education in those schools. It was a period when the Company began to encourage education among Indian natives amidst some debates and controversies. On one hand, Directors of the Company were unwilling to accept the responsibility of educating the Indian masses and on the other hand, the officers of the company were agitated to persuade them to accept it, probably for political reasons. This led to Oriental-Anglicist controversy in India.

Charles Grant, one of the Directors of the Company, wrote a book in 1792, urging the British Government to introduce Western education in India. In 1793, Wilberforce carried a resolution in British Parliament asking the Government to provide useful knowledge to Indians for their religious and moral development by sending out missionaries and schoolmasters from England. Consequently, in 1793, the House of Commons of British Parliament, accepted the resolution and many new educational institutions of higher studies were opened, both for Muslims and Hindus. In this way, State/government system of education in India began, but it further led to the controversy of Orientalist and Anglicist, the reason being that this effort was done in the field of higher education but the Company did nothing for education at school level.

5.5.1 Orientalist Policy

Orientalist, also called Classicists, wanted to promote Indian Education through the indigenous languages of Sanskrit, Arabic and Persian. Initially, the Company was not willing to do that but the politico-economic compulsions of the period compelled the rulers to adopt a pro-native education system policy. They opened Calcutta Madarsa in 1781, which was a significant step in the educational life of India under colonial rule. It was the first step in evolution of the modern system of education that replaced the indigenous system which has steadily lost its importance, with the advent of British and the spread of their influence on the entire economic and socio-cultural system. Later on, they started Benaras Sanskrit College in 1791, Fort William College in 1800 at Calcutta and Fort St. George College at Madras in 1818. However, apart from starting a few Sanskrit and Persian higher learning centers and restricting the activities of the Missionaries in their own political interests, the Company did not spend any money on the education of common India masses at school level. Hence, people like Mr. W. H. Sharp opposing Grant compelled the Company to look after that. Consequently, under Clause 43 of Charter Act of 1813, a meager amount of rupees one lakh was earmarked for the Company to spend on education in India. This Clause was implemented in 1823 when a General Committee recommended it, since majority of its members were Orientalists.

5.5.2 Anglicist Policy

Anglicists were also called Occidentalists. The Company understood that Hindus have a good system of faith and morals, and it would be dangerous to attempt their conversion or to give them education in Christianity. Company

wanted to follow the principles of religious neutrality and refused to propagate Christianity through education. But by that time, the elite class believed that it was necessary for them to learn English and Western science in order to overcome their backwardness in the contemporary phase of Industrial Revolution in Europe. The vagueness of Clause 43 of Charter Act of 1813, also intensified the Oriental-Anglicist Educational controversy in India.

During this violent controversy, Lord T. B. Macaulay (1800-1859) became the Law member of the Governor General's Executive Council. The Government asked his advice on the implementation of the Clause 43 of the Charter Act of 1813. Lord Macaulay heard the arguments of both the parties and rejected the position of the Orientalists. In his famous Minute (Report), he supported the cause of English Education in Indian territories. According to Macaulay, the immediate objective of education was to prepare a class of people who can occupy the subordinate positions in the colonial Government and help administrating the natives. Macaulay thought that it was possible through English education to bring about a class of persons, Indian in blood and color but English in tastes, opinions, morals and intellect. He opposed educating Indian masses as this education would be for westernizing the elites who in turn could influence the masses later on. This approach was called 'Downward Filtration Theory'. Macaulay submitted the minute to the then Governor General Lord Bentinck in 1835, who accepted it immediately. It opened a new chapter in the educational History of India. The Company decided to spend the money of rupees one lakh for the spread of English education in India.

Characteristics of Colonial Education:

According to **Raza (2010)**, the colonial education system had the following characteristics:

- The system quantitatively covered only a small section of the population i.e. the elite class.
- Education in Colonial India responded to the needs of company administration rather than those of socio-economic development.
- The multi-level educational system was highly pyramidal with very acute angles at the base. The transition rates from school to higher education were exceptionally low.
- Education in colonial India, particularly at higher level, was concentrated in and around port cities.
- The socio-economic base of education in colonial India was extremely narrow.
- The teacher-student relationship was based on the assumption that knowledge is essentially "received" and an uncritical acceptance of the gospel truth was therefore the most efficient method of learning.
- The educational system of colonial India was intended to weaken the forces of national integration.
- The emphasis of education, especially through missionaries was the spread of Christianity.

Check Your Progress 3

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

7. Explain the reasons of Orientalist-Anglicist controversy.

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8. Explain 'Downward Filtration Theory'.

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5.6 EDUCATION UNDER IMPERIAL RULE

It was a policy that the Company had to take orders about education after every twenty years from the British Parliament. Subsequently, Charter Act of 1813 was renewed in 1833. Period during 1813 to 1833 had been a period of discussions, controversies and experiments in the field of education in India. During the Charter Act of 1853, the Directors of the Company thought of laying down a definite policy in regard to educational matters of India. Hence, in 1854, a Parliamentary Committee under the chairmanship of Mr. Charles Wood was appointed to survey the educational progress in India and to give suggestions for further improvements. In his report, popularly known as 'Wood's Despatch', he supported the policies of the Company but he also laid emphasis on the growth and use of native languages. He accepted government responsibilities of education in India. He wanted the Company to develop a system of education encompassing Primary, Secondary and University stages. He also wanted to promote women's education. Even though it was a comprehensive review of the policy but no action could be taken due to political changes that took place immediately after it was submitted to the Company.

5.6.1 Education under Direct British Rule

In 1857, after the failure of the First War of Independence, the rule of the Company came to an end. Indian territories came under the direct rule of the British. During the same year, the Government of India (British Parliament) started Universities at Calcutta, Madras and Bombay. These Universities merely functioned as examining bodies and there was no proper teaching. The students appeared for the examinations through their own study under a tutor or studied in affiliated private educational institutions.

Primary education suffered till 1882, when the first Indian Education Commission (popularly known as Hunter Commission) was appointed to study the implementation of Wood's Despatch and to examine the status of State sponsored education in each of the provinces and recommended a

proper share of public funds for the same. In 1884, the report of the Commission was accepted. The management of primary education was transferred to the local bodies setup under the Local Self-Government Acts passed during the period. The Government also developed grant-in-aid to encourage private enterprise in the field of education. However, there was a spate of private Colleges and Secondary Schools which mainly functioned under private managements, charging fees. Hence, while the colonial government showed concern for primary education on paper, there was a rapid growth of private schools and colleges. The indigenous schools in the countryside decayed and disappeared due to preference of those in government jobs who were educated through English medium.

5.6.2 Development of Education during 1902 to 1921

Lord Curzon was appointed Governor General of India in 1899. During his tenure of seven years he paid attention towards the reform of Indian education apart from other issues. This was also the period of social reform in India, where Indian social reformers were demanding 'National Education'. Hence, with the view to reform Indian Education, Lord Curzon convened a secret education conference at Simla in 1901, with himself in the chair. In this conference, Education Directors from every Provinces of India and the representatives of Christian missionaries were invited. This conference continued for fifteen days and every aspect of Indian Education, starting from Primary to University was discussed.

In accordance, with the recommendations made in Simla Conference, Lord Curzon appointed 'Indian University Commission' in 1902. The Commission visited various Universities and put forward the report containing suggestions with regard to Higher Education. Although, the recommendations of the Commission had not been welcomed by the Country and the Indians were opposing them but Lord Curzon put forward an Educational Act on 11th March, 1904 to frame the educational policy of the State. Later on, this Act became a law. Through this law, Indian Universities were given the right of teaching along with the right of conducting examinations. Hence, for the first time, the Indian Universities became teaching institutions. All affiliated colleges were subject to periodic inspection. At the secondary level, all schools, whether aided or unaided were required to obtain recognition both by the department of education and University for which the school sent their students for matriculation examination. Secondly, the training of the teachers at the secondary level was given high priority and the professional institutions were started.

Curzon favored primary education in mother tongue. He emphasized its expansion to go with the improvement in quality which needed financial assistance from State Government. The programme also emphasized the need for a large number of training institutions to train primary teachers. Though the policy of Curzon had a significant effect in the field of Indian education, expansion of primary education was far from satisfactory. Simultaneously, nationalism was growing during this period. This development was bringing pressure to the government for more responsibility and participation for the Indians and it demanded education to be responsive to the national aspirations.

Gopal Krishna Gokhale put a Bill before the Government in March, 1910. According to the contents of the bill, free and compulsory primary education

was introduced for the children. Department of Education was created under the Government of India, without accepting the Bill. Observing the slow progress in the expansion of elementary education, Gokhale again introduced his Private Bill of historic importance on 16 March, 1911. Government, again, rejected the Bill but partially followed the principles embodied in the Bill. The elementary education was made free in 1912, in some parts of British India. Another step in this direction was that Government of India passed a resolution on Education Policy in 1913. Some of the important recommendations of this resolution were:

- separate curricula for rural and urban schools;
- appointment of teachers will be drawn from the same class/caste to which students belong; and
- expansion of University education.

This resolution served as a turning point in the History of higher education in India. It laid the foundation for the establishment of Universities in various States. Later on, in 1917, the Government of India appointed the Calcutta University Commission with Dr. Machael Sadler as its chairman. That's why this Commission is also called, Sadler Commission. The objective of the Commission was: to enquire into the condition and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the question it presents.

Secondary education which forms the base for University education has thoroughly been surveyed and examined. This Commission presents a very significant and constructive account of secondary, collegiate and University education in India. In 1921, the Government of India established Central Advisory Board of Education to give advice and suggestions for the improvement of education in India, which was reorganized in 1935, on the recommendation of Hartog Committee.

Table 1: Progress of Education between 1901-02 and 1921-22

Types of Institution	No. of Institutions (1901-02)	No. of Institutions (1921-22)	No. of Scholars (1901-02)	No. of Scholars (1921-22)
Universities	5	10	NA	NA
Arts Colleges	145	165	17,651	45,418
Professional Colleges	46	64	5,358	13,662
Secondary Schools	5,493	7,530	6,22,768	11,06,803
Primary Schools	97,854	1,55,017	32,04,336	61,09,752
Special Schools	1,084	3,344	36,380	120,925
Unrecognized Institutions	43,081	16,322	6,35,407	4,22,165
Total	1,47,708	1,82,452	45,21,900	78,18,725

[Source: Nurullah and Naik, 1951, (from IGNOU, 2000)]

From the table displayed above, it can be seen that there was a large-scale expansion of Government-supported and Government-recognized institutions at all levels. Student's enrolment doubled at Higher Education and it was almost double at Secondary and Primary Education. There was a decline in the number of unrecognized institutions. But the expansion of primary education was far from the expectations. Literacy as an indicator of the effectiveness of primary education also showed disappointing increase during, 1901 to 1921.

5.6.3 Education Development under Diarchy- 1921 to 1937

After First World War, People of India forced the British Government to transfer its powers to Indian. Hence, on the basis of Montague-Chelmsford Report, Government passed an Act 'Government of India Act 1919', which was introduced in 1921. This Act introduced Diarchy in the Provinces in which subjects of administration were divided into two categories. Certain subjects were reserved to be administered by the Governor and the Executive Council, while other subjects were transferred to the Councilors and Ministers. These Ministers were the representatives of the people and were answerable to the Provincial Legislature. Education was transferred to the representatives of the people but it became difficult to improve education, because Finance was a reserved subject and was under the Governor. The officers of Indian Educational Services, who were under the control of the Secretary of State for India, did not carry out the instructions of the Ministers happily. This situation created problems for the expansion and development of education in the absence of sufficient funds and support.

Various Provinces, under Congress regime, passed Compulsory Primary Education Acts to enforce primary education in those Provinces. In Bombay, the Act was passed in 1923, in Assam, 1926, in U.P., 1926, and in Bengal, 1930. These efforts put a salutary effect on the progress of primary education. By 1937, compulsory primary education had been introduced in 167 urban areas and 3,034 rural areas. Secondary education also made a good deal of progress during this period. Private secondary schools were started not only in the urban areas but also in rural areas. In 1937, 13,056 schools had come into being, while in 1921 the number was only 7,530. Even then the situation within the education system was not satisfactory. Hartog Committee also expressed the view that the expansion of Primary education had not resulted in the commensurate increase in literacy as many children enrolled in class I dropped out before they reached class IV.

This wastage was more serious in the case of girls.

At the Secondary level, there was an advance in the number of teachers, improvement in their training and status. But, the goal of the Secondary Education was reduced to that of preparing students for the Universities. Therefore, C.A.E. recommended that along with education of liberal arts, technical and vocational education should be imparted so that they may enter into the field of occupation or industry after completing their education.

Finally, one of the important developments of the period was the use of modern Indian languages as the medium of instruction at the Secondary level. But, the obstacle in this direction was that the sole medium of instruction at the University level was English and the Secondary education was mere

appendage of the University and it functioned to prepare students for the Matriculation examination.

Table 2: Growth of Education between 1921-22 and 1936-37

Types of Institution	No. of Institutions (1921-22)	No. of Institutions (1936-37)	No. of Scholars (1921-22)	No. of Scholars (1936-37)
Universities	10	15	NA	9697
Arts Colleges	165	271	45,418	86,273
Professional Colleges	64	75	13,662	20,645
Secondary Schools	7,530	13056	11,06,803	22,87,872
Primary Schools	1,55,017	1,92,244	61,09,752	102,24,288
Special Schools	3,344	5,647	1,20,925	2,59,269
Unrecognized Institutions	16,322	16,647	4,22,165	5,01,530
Total	1,82,452	2,27,955	78,18,725	133,89,574

[Source: Nurullah and Naik, 1951, (from IGNOU, 2000)]

5.6.4 Education under Provincial Autonomy (1936-37 to 1946-47)

This decade was the last period of the colonial rule. There was a change in the political structure. The Government of India Act, 1935, abolished Diarchy and gave autonomy to the Provincial Governments. The structural hurdles and difficulties in the financing of education were reduced during this period. Initially, there was great expectation regarding the advancement of education under provincial autonomy. After the Second World War, the attention of the Government of India was drawn towards the plan for development of the Indians in its various phases. In view of these requirements, the Reconstruction Committee of the Officers of the Executive Council deputed Sir John Sargent, the Education member to draw up a memorandum for the development of Indian education in post-war Reconstruction period. In 1944, he submitted his Memorandum before the CABE, and the Board accepted it and recommended its enforcement. This scheme of education is popularly known as 'Sargent Scheme of Education'. Probably, that was the first Report that presented such a comprehensive picture of education in India.

Finally, there was a considerable expansion of Higher Education during this period. But the pace of the expansion of Secondary Education slackened. Nurullah and Naik (1951), explained this phenomenon, stating that the secondary education became selective by this time and the basis of the selection was not intellectual but economic. Expansion of Primary education was also happened during this period. There were 1,67,700 primary schools in India in 1945-46 as compared to 1,92,244 schools in 1936-37 and there

was a marginal increase in the number of Students from 10.22 Million in 1936-37 to 13.3 Million in 1945-46. In other words, the Schools became overcrowded.

5.6.5 Origin and Development of Basic Education

Origin of Basic Education (also known as Nai-Talim) can be traced back to the writings of Mahatma Gandhi in 'Harijan'. He had expressed through this paper his views with regard to education. Later on, his articles formed the basis of 'Basic Scheme of Education'. Through this scheme of education, Mahatma Gandhi wanted to solve the socio-economic and educational problems of the nation. His writings drew the attention of educationists of the Country who started thinking on these lines. Thus, an All India National Educational Conference was organized under the Presidentship of Mahatma Gandhi on October 22-23, 1947, at Wardha in which eminent educationists, national leaders, social reformers and Provincial Ministers of education took part. This Conference is also known as Wardha Educational Conference. In this conference, a resolution was passed giving importance to free and compulsory primary and elementary education, mother tongue as medium of instruction, craft oriented education, and self-supporting education. Later on, on the lines suggested by the resolution, a Committee under the Chairmanship of Dr. Zakir Husain was appointed to formulate the scheme of Basic Education.

Dr. Zakir Husain Committee submitted two reports - one in December, 1937 and the other one in April, 1938. In the first report, the basic Principles of Wardha scheme of Education, its aims, teachers and their training, organization of the schools, administration, inspection and other important handicrafts like spinning, and weaving etc. have been dealt with in detail. The second report deals with Agriculture, Metal Work, Wood Craft, and other basic handicrafts. An attempt has been made to present an elaborate curriculum of all these subjects and to suggest ways and means to establish their co-relation with other subjects.

5.6.6 Education as a Subordinate Social System

It is universally acknowledged that education is a sub-system of society and not an independent variable. In order to capture the essence of the development in the field of education through the ages, it is necessary to have an understanding of the role of education in a given society. In a society, the main role of education is to maintain its structure while allowing changes in the cultural aspects in a controlled way. The two functions it performs were socialization of the new generation and preparation for adult roles through selection partly controlled by the system itself or by providing required training to the members selected and allocating occupational roles by other social sub-systems in a given society.

In India, the demise of the indigenous system is a clear example of the subordinate role of education to other dominant social systems. Before the British system of education, the indigenous system of education in Indian sub-continent flowed underneath the social arrangements and it was highly decentralized and autonomous in its functioning. It was regulated by cultural norms and internalized values passed on from generation to generation in specific local contexts. In fact, it was evolved to cater to the changing

educational needs of the social structure. But, when it lost the support of religion, the educational efforts become irrelevant in terms of its social function.

Check Your Progress 4

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

9. Explain the problems of education under diarchy.

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10. Explain the origin and development of Basic Education in India.

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11. Why is it called that education is a Subordinate social system?

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5.7 LET US SUM UP

From the above discussion, it can be concluded that although education remained a continuous and never ending process, yet it changed its aims and objectives with change of time. These changes were not only educational but were influenced by ever changing socio-political, economic and religious factors. The aim of education varying from 'emancipation' to economic freedom, from development of the society to individual, from religion to structures and procedures resulted in varied and contrasting forms of education.

Our narration also indicates how the support of education system becomes necessary when a new regime (British), not legitimized by the religion tried to consolidate its power. We also described how resources in education flowed during the ancient, medieval and most part of the colonial era. It was observed that donation from local community, charity from rich people and grants from the King or the ruler or the Government was the main sources

of education. We also narrated the role and functions of teachers in Ancient India. The advent of English education changed the situation. Hence, at the end, we can say that we took a mixed view of evolution and discontinuity of one education system and continued evolution of another system in India.

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5.9 ANSWERS TO CHECK YOUR PROGRESS

1. Mainly residential; free education; no interference of State; Guru enjoyed highest status in the society; and focus on religious education.
2. Education was confined to children of upper caste.
3. Teacher takes all the responsibly of the disciples and fulfill their needs; and disciples obeyed the teacher and work with discipline.

4. Religious education of respective faiths; Philosophy, Literature, Science and vocational training find a place in ancient education system. Indian women learnt the arts of house-keeping in addition to music and dancing during Vedic period.
5. Education was given through Maktabas and Madarsas; focus on religious education; free education at Maktabas; no interference of State; Persian and Arabian languages were given importance, Hindu schools called Pathshalas.
6. Curriculum varied from place to place; logic, arithmetic, geometry, astronomy, agriculture, physiognomy, and public administration was part of curriculum. In studying Sanskrit, students ought to learn the Bayakaran, Niyai, Vedanta and Patanjali. Most of the Maktabas, were either supported by rulers in the form of grants and 'Jagir' lands or had donations from wealthy individuals.
7. The main reason of controversy between Orientalist and Anglicist was – medium of education; grant received from British Government etc.
8. Lord Macaulay was not in favor of educating Indian masses. Instead he wanted to educate handful of upper class and upper caste Indians who will further teach others.
9. Self-exercise.
10. Self-exercise.
11. In a society, the main role of education is to maintain its structure while allowing changes in the cultural aspects in a controlled way. It performs socialization of the new generation and provides required training to the members selected for their occupational roles by other social sub-systems in the society.

UNIT 6 DEVELOPMENT OF SCHOOL EDUCATION – 1947 TO 1964

Structure

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Status of Education in India at the time of Independence
- 6.4 Basic Education: Report on the Post War Educational Development in India (Sargent Plan)
- 6.5 The University Education Commission, 1948-49
 - 6.5.1 The Aims of University Education
 - 6.5.2 Teaching Staff of Universities and Colleges.
 - 6.5.3 Standards of Teaching
 - 6.5.4 Courses of Study
 - 6.5.5 Medium of Instruction
 - 6.5.6 Examinations
 - 6.5.7 Women's Education
- 6.6 Secondary Education Commission, 1952-53
 - 6.6.1 New Organisational Pattern of Secondary Education
 - 6.6.2 Study of Languages
 - 6.6.3 Curriculum in Secondary Schools
 - 6.6.4 Methods of Teaching
 - 6.6.5 Education Character
 - 6.6.6 Examination and Evaluation
- 6.7 First Five year Plan
- 6.8 Second Five year Plan
- 6.9 Third Five year Plan
- 6.10 Let Us Sum Up
- 6.11 References and Suggested Readings
- 6.12 Answers to Check Your Progress

6.1 INTRODUCTION

In the previous Unit, you read about the development of Education in India before Independence.

In this Unit, you will read about the development of school education after independence – from 1947 to 1964. This Unit will enable you to reflect on the status of education in India at the time of independence. You will read about the system of Basic Education, the recommendations of the University Education Commission, 1948-49 as well as Secondary Education

Commission, 1952-53. Apart from this, you will also understand the growth of education took place in India during First, Second, and Third Five Year Plans.

6.2 OBJECTIVES

After going through this Unit, you will be able to:

- trace the development of school education from 1947 to 1964;
- reflect on the status of education in India at the time of independence;
- critically analyse the Sargent Plan Report;
- discuss the recommendations of the University Education Commission, 1948-49;
- discuss the recommendations of the Secondary Education Commission, 1952-53; and
- describe the progress of school education during the 1st, 2nd and 3rd Five Year Plans.

6.3 STATUS OF EDUCATION IN INDIA AT THE TIME OF INDEPENDENCE

According to the First Five Year Plan, “the overall structure of the educational system was defective in many ways.” The overall provision of educational facilities was very inadequate. Only 40 per cent children of the age group 6-11, 10 per cent of 11-17 and 0.9 per cent of 17-23 were educated. The literacy rate was 17.2. In 1949-50, the direct expenditure in primary schools were only 34.2 per cent of the total educational expenditure, whereas a sound and properly proportioned system of education requires that the major share of this expenditure should be incurred to primary education.

There were disparities between different States in the provision of educational facilities. The expenditure on education compared to total revenue and population varied in different States. Educational facilities were also not properly distributed between urban and rural areas. Expenditure on recognized educational institutions in rural areas fell from 36 per cent of the total expenditure in 1937-38 to 30 per cent in 1949-50, although the total expenditure on education in rural areas had considerably increased.

There was lack of balance between provisions of facilities for different sections of the society. A special concern in this regard was the neglect of women’s education. Whereas women constituted nearly half of the population. Girl in the primary, middle and high school stages in 1949-50, were only 28, 15 and 13 per cent respectively. In universities and colleges, for the same year, girls were only 10.4 percent of the total number of students. At the primary stage, most of the States did not found it feasible to have separate schools for girls.

The various stages of the educational system were not clearly and rationally marked out. The duration and standards of the primary and secondary stages varied considerably over different States. The relationship of basic education

with ordinary primary education and that of post-basic education with existing secondary education was not clear.

Another disturbing feature of the situation was the large wastage that occurred in various forms at different stages of education. Of the total number of students entering schools in 1945-46, only 40.0 per cent reached class IV in 1948-49. The expenditure on the remaining 60.0 per cent was largely wasted. In 1948-49, approximately only 115 lakh pupils were under compulsion and most of the States expressed their inability to enforce it. The problem of 'stagnation', that is, when a pupil spends number of years in the same class, was also serious. The existing facilities were not being fully utilized, as shown by the unsatisfactory results of large number of students. This wastage was largely due to the poor quality of teaching as well as faulty methods of education. Another form of wastage was the unplanned growth of educational institutions. The absence of adequate facilities for technical and vocational education resulted in a much larger number of students going in for general education.

The position with regard to teachers was highly unsatisfactory. A large percentage was untrained. In 1949-50, the percentages of untrained teachers were 41.4 per cent in primary schools and 46.4 per cent in secondary schools. Another feature of the situation was the dearth of women teachers, who are especially suited, for balavadis (including pre-schools and day nurseries) and primary schools.

The scales of pay and conditions of service of teachers were generally very unsatisfactory and constituted a major cause for the low standards of teaching. The high cost of education, especially at the university level, prevented many for pursuing higher studies. Lack of facilities prevented institutions from building up the physical and mental health of students.

6.4 BASIC EDUCATION: REPORT ON THE POST WAR EDUCATIONAL DEVELOPMENT IN INDIA (SARGENT PLAN)

In 1944, the Central Advisory Board of Education, submitted a comprehensive Report on Post-War Educational Development containing certain important recommendations. The report was popularly known as the Sargent Report in the name of Sir John Sargent who was the Educational Adviser to the Government of India. In the report, it was visualized as a system of universal, compulsory and free education for the children between the age of 6 to 14 years. It was also recommended by the Committee that at the Middle School stage, provision should be made for a variety of courses extending over a period of five years after the age of 11. These courses, while, preserving an essentially cultural character should be designed to prepare the pupils for entry into industrial and commercial occupations as well as into the Universities. It was recommended that the High School course should cover 6 years, the normal age of admission being 11 years and that the High School should be of two main types (a) academic, and (b) technical.

6.5 THE UNIVERSITY EDUCATION COMMISSION, 1948-49

The University Education Commission was appointed by the Government of India, “to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the Country”. Dr. S. Radhakrishnan (who later became the President of India) was the Chairman of the Commission. That is why it is popularly known as the Radhakrishnan Commission. The Commission’s Report consisted of 18 Chapters.

6.5.1 The Aims of University Education

The Aims of University Education have been articulated by the Commission in the following words: “We cannot preserve real freedom unless we preserve the values of democracy, justice and liberty, equality and fraternity. It is the ideal towards which we should work though, we may be modest in planning our hopes as to the results which in the near’ future are likely to be achieved” (MHRD, 1950). Universities must stand for these ideal causes which can never be lost so long as people seek wisdom and follow righteousness. Our Constitution lays down the general purposes of our State. Our universities must educate along the right lines and provide proper facilities for educating a larger number of people. If we do not have the necessary intelligence and ability to work out these purposes, we must get them through the universities. What we need is the awareness of the urgency of the task, the will and the courage to tackle it and a whole-hearted commitment of this ancient and yet new people to its successful performance.

6.5.2 Teaching Staff of Universities & Colleges

Regarding teaching Staff of Universities & Colleges, the main recommendations given by the Commission were as follows:

- the importance of teachers and their responsibility should be recognized;
- conditions in the Universities which are suffering from lack of finances and consequent demoralization be greatly improved;
- there may be four classes of Teachers - Professors, Readers, Lecturers and Instructors;
- each University should have some Research Fellows; and
- promotions, from one category to another should be solely on grounds of merit.

6.5.3 Standards of Teaching

Major recommendations regarding Standards of Teaching were:

- Admission to the university courses should correspond to that of the present intermediate examination, i.e., after the completion of 12 years of study at a school or an intermediate college.
- Each province should have large number of well-equipped and well-staffed intermediate colleges (with classes IX to XII or VI to XII).

- In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.
- Refresher courses are organized by the universities for high school and intermediate college teachers.
- In order to avoid overcrowding at universities and colleges, the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1,500.
- The number of working days be substantially increased to ensure a minimum of 180 in the year.
- Lectures should be carefully planned and supplemented by tutorials, library work and written exercises.
- There should be no prescribed textbooks for University courses.
- Tutorial instruction should be developed in all institutions imparting University education.

6.5.4 Courses of Study

Recommendations on Courses of Study were:

- Students will be admitted to Colleges and Universities in the faculties of Arts and Sciences, and in the professional schools after successful completion of twelve years of schooling or intermediate.
- Master's degree will be given to honours students after one year of study beyond the bachelor's degree, and students are to be passed after two years beyond the Bachelor's Degree.
- Both Universities and Secondary Schools should begin the study of the theory and practice of general education, and undertake preparation of theory as well as practical courses and literature for general education courses will be developed which will give the student the best possible acquaintance with and mastery of the contents.
- Without unnecessary delay the principles and practice of general education should be introduced, so as to correct the extreme specialization which now is common in our intermediate and degree programs.
- The relation between general and special education should be worked out for each field, keeping in mind the general interests of the student and their special occupational interest.

6.5.5 Medium of Instruction

About Medium of Instruction, the Commission was of the view that:

- Whichever form of Hindi is ultimately chosen as the official language of the Indian Federation will become the language of business, administration and teaching and research.
- English be replaced as early as possible as the medium of instruction for higher education by an Indian language.
- Implementation of three languages - the regional language, the Federal language and English in school education (the last one in order to acquire the ability to read books in English).

- Higher education should be imparted through the regional language with the option to use, the Federal language as the medium of instruction either for some subjects or for all Subjects.
- Immediate steps should be taken for developing the Federal and Regional languages.
- English should be studied in High Schools and in the Universities in order that we may keep in touch with the ever growing knowledge.

6.5.6 Examinations

Regarding Examinations, the Commission gave the following recommendations:

- A thorough study of the scientific methods of educational testing and appraisal should be undertaken by the Ministry of Education, and at the Universities with a view to applying the results of the study in Indian educational practice.
- The Ministry of Education should have one or two experts who are skilled in the preparation and use of objective tests and who understand the underlying procedures and principles, preferably persons who have a Doctorate in this field.
- Each University should have a permanent full time Board of Examiners with a small staff of assistants who can do clerical and routine work. All the members of the Board, which need not exceed three in number, should have at least five years' teaching experience and at least one should be a highly expert person in the field of testing and statistics.
- A battery of psychological and achievement tests should be developed for use in the higher secondary stage for the final test at the end of twelve years of schooling.
- A set of objective progress tests for guidance and for evaluating class room progress should also be developed immediately.

6.5.7 Women's Education

Recommendations regarding Women's Education were:

- Ordinary amenities and decencies of life should be provided for women in colleges.
- Educational opportunities for women should be increased.
- Appointment of educational guidance instructors to help women to get a clear view of their real educational interests.
- College programs should be so designed that it will be possible for the women to equally participate with the male students.
- Standards of courtesy and social responsibility should be emphasized on the part of male students in co-education Colleges;

- Where new colleges are established to serve both men and women students, they should be truly co-educational institutions, with as much thought and consideration given to the needs of women as those of men.
- Female teachers should be paid the same salaries as male teachers for equal work.

Check Your Progress 1

Note: i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

1. Critically Analyse the recommendations made by the University Education Commission regarding Teaching Staff of Universities & Colleges.

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2. Discuss the Commission’s recommendation on Women Education.

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6.6 SECONDARY EDUCATION COMMISSION, 1952-53

The Secondary Education Commission, 1952-53, was appointed by the Government of India, aiming to:

- (a) enquire into and report, the present position of Secondary Education in India in all its aspects and
- (b) suggest measures for its reorganization and improvement with particular reference to:
 - (i) the aims, organization and content of Secondary Education;
 - (ii) its relationship to Primary, Basic and Higher Education;
 - (iii) the inter-relation of Secondary Schools of different types; and
 - (iv) other allied problems.

Dr. A. Lakshmanswami Mudaliar, Vice-Chancellor, Madras University, was the Chairman of the Commission. That is why it is popularly known as the Mudaliar Commission.

6.6.1 New Organisational Pattern of Secondary Education

The Mudaliar Commission recommended a new organisational pattern of Secondary Education. Specific recommendations in this regard were:

- Secondary education should commence after four or five years' period of Primary or Junior Basic education and should include (a) the Middle or Senior Basic or Junior Secondary stage of 3 years, and (b) the Higher Secondary stage of 4 years.
- The present Intermediate stage should be replaced by the Higher Secondary stage which should be of four years' duration, one year of the present Intermediate being included in it.
- The first degree course in the University should be of three years' duration.
- For those who pass out the High school, there should be provision for a pre-university course of one year.
- Admission to professional Colleges should be open to those who have completed the Higher Secondary course, or have taken one year's pre-University course.
- In the professional Colleges, a pre-professional course of one year should be provided for the students.
- Multi-purpose schools should be established, wherever, possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.
- Those who have successfully completed such courses should be given opportunities to take up higher courses in polytechnics or technological institutions.
- All States should provide special facilities for agricultural education in rural schools and such Courses should include Horticulture, Animal Husbandry and Cottage Industry.
- Technical Schools should be started in large numbers either separately or as part of Multi-purpose schools.
- Central Technical Institutes should be established in large cities which may cater to the needs of several local schools.
- In the interest of evolving a suitable pattern of technical courses at the Secondary stage, the All-India Council for Technical Education and the bodies functioning under it should be utilised for working out details of the courses.
- Public schools should continue to exist for the present and their pattern of education should be brought into reasonable conformity with the general pattern of national education.
- A number of residential schools should be established, more particularly in rural areas.
- "Residential Day Schools" should be established in suitable centers to provide greater opportunities for teacher-pupil contact and for developing recreational and extracurricular activities.

- A larger number of schools should be established to meet the needs of handicapped children.
- Special facilities for the study of home science should be made available in all girls' schools and co-education or mixed schools.
- Efforts should be made by State Governments to open separate schools for girls, wherever, there is demand for that.
- Definite conditions should be laid down with regard to co-educational or mixed schools to satisfy the special needs of girl students and women members among the teaching staffs.

6.6.2 Study of Languages

The Commission recommended the following with regard to the study of languages:

- Mother-tongue or the regional language should generally be the medium of instruction throughout the secondary stage.
- During the Middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.
- At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

6.6.3 Curriculum in Secondary Schools

The Commission made the following recommendations with respect to curriculum:

- At the Middle school stage, the curriculum should include (i) Languages; (ii) Social Studies; (iii) General Science; (iv) Mathematics; (v) Art and Music; (vi) Craft; and (vii) Physical Education.
- At the High school or Higher Secondary stage, diversified courses of instruction should be provided for the students.
- Certain number of core subjects should be common to all students whatever the diversified courses of study that they may take; these should consist of (i) Languages (ii) General Science (iii) Social Studies, and (iv) A Craft.
- Diversified courses of study should include the following seven groups; (i) Humanities (ii) Sciences (iii) Technical Subjects (iv) Commercial Subjects (v) Agricultural Subjects (vi) Fine Arts, and (vii) Home Sciences. As and when necessary additional diversified courses may be added.
- The diversified curriculum should begin in the second year of the High school or Higher Secondary school stage.
- With a view to improve the quality of textbooks prescribed, a high power Textbook Committee should be constituted, which should consist of a high dignitary of the judiciary of the State, preferably a Judge of

the High Court, a Member of the Public Service Commission of the region concerned, a Vice-Chancellor of the region, a headmaster or headmistress in the State, two distinguished educationists and the Director of Education. The Committee should function as an independent body.

- The Textbook Committee should lay down clear criteria for the type of paper, illustration, printing and format of the book.
- Single textbooks should not be prescribed for every subject of study but a reasonable number of books which satisfy the standards laid down should be recommended, leaving the choice to the schools concerned.
- No book prescribed as a textbook. Book for general study should not contain any passage or statement which might offend the religious or social sentiments of any section of the community or might indoctrinate the minds of the young students with particular political or religious ideologies.
- Frequent changes in textbooks and books prescribed for study should be discouraged.

6.6.4 Methods of Teaching

With regard to methods of teaching, the recommendations were:

- The methods of teaching in schools should have the aim not merely at imparting of knowledge in an efficient manner, but to inculcate inculcating desirable values and proper attitudes and habits of work in the students.
- The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations. For this purpose, the principles of “Activity Method” and “Project Method,” should be practiced.
- Teaching methods should provide opportunities for the students to learn actively and to apply practically the knowledge that they have acquired in the class-room.
- In teaching of all subjects, special stress should be placed on clear thinking and expression both in speech and writing.
- Teaching methods should aim at imparting maximum quantum of knowledge possible and more on training.
- A well thought out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that poor, average and bright students may all have a chance to progress at their own pace.
- Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop the qualities necessary for group life and cooperative work.
- Every Secondary school should have a general library, class libraries and subject libraries.

- Trained librarians should be appointed in all the schools and all teachers should be given some training in the basic principles of library.
- Where there are no separate Public Libraries, the school libraries should be available to the local public and all Public Libraries should have a special section for children and adolescents.
- Steps should be taken to produce textbooks as well as books of general reading which are of distinctly superior quality to the books at present available.
- In order to popularize progressive teaching methods and facilitate their introduction, “Experimental” and “Demonstration” schools should be established and given special encouragement.

6.6.5 Education Character

The Commission laid great emphasis on the character education. Recommendations in this context were:

- Character education should be envisaged as the responsibility of all teachers and should be provided through every single aspect of school programme.
- For promoting discipline, personal contact between teacher and the pupils should be strengthened.
- Self-government in the form of house system with prefects or monitors and student-councils, whose responsibility will be to draw up a Code of Conduct and enforce its observance, should be introduced in all schools.
- Special importance should be given to group games and other cocurricular activities and their educational possibilities should be fully explored.
- Suitable legislation should be passed making it an offence to utilise students below the age of 17 for the purposes of political propaganda or election campaigns.
- Religious instruction may be given in schools only on a voluntary basis and outside the regular school hours, such instruction being confined to the children of the particular faith concerned and given with the consent of the parents and the managements.
- Extra-curricular activities should form an integral part of education imparted in the school and all teachers should devote a definite time for such activities.
- The State should give adequate financial assistance to the Scout Movement and the School should provide opportunity to the Students to spend few days every year at Scout camps.
- The N.C.C. should be brought under the central government which should take the responsibility for its proper maintenance, improvement and expansion.
- Training in First Aid, St. John’s Ambulance and Junior Red Cross work should be encouraged in all schools.

6.6.6 Examination and Evaluation

Regarding examinations and evaluation, the following recommendations were made:

- The number of external examinations should be reduced, and the element of subjectivity in the essay-type tests should be minimised by introducing objective tests and also by changing the type of questions.
- In order to find out the pupil's all-round progress and to determine their future, a proper system of school records should be maintained for every pupil indicating the work done by them from time to time and their attainments in different spheres.
- In the final assessment of the pupils, due credit should be given to the internal tests and the school records of the pupils.
- The system of symbolic rather than numerical marking should be adopted for evaluating and grading the work of the pupils in external and internal examinations and in maintaining the school records.
- There should be only one public examination at the completion of the Secondary school course.
- The certificate awarded should contain, besides the results of the public examination in different subjects, the results of the school tests in subjects as well as the gist of the school records.
- The system of compartmental examinations should be introduced at the final public examination.

Check Your Progress 2

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

3. Highlight the main recommendations in relation to curriculum at the Secondary stage.

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4. Discuss the methods of teaching recommended by the Commission.

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6.7 FIRST FIVE YEAR PLAN

According to the First Five Year Plan, the most important needs for improving education prevailed at that time, were:

- re-orientation of the educational system and integration of its different stages and branches;
- expansion in various fields, especially in those of basic and social education, remodeled secondary, technical and vocational education;
- consolidation of existing secondary and university education and devising a system of higher education suited to the needs of the rural areas;
- expansion of facilities for women's education, especially at the rural areas;
- training of teachers, especially women teachers and teachers for basic schools, and improvement in their pay-scales and conditions of service; and
- helping backward States by giving preferential treatment at them in the matter of grants.

In the context of the remarks made above, the Commission was of the view that in the educational development envisaged, a serious attempt should be made to achieve the following broad targets in various sectors, subject to such modifications as may be required to suit local conditions:

- At the conclusion of the Five Year Plan, educational facilities should be provided for at least 60 per cent of the children of the school going age within the age group 6-11, and it should develop, as early as possible, so as to bring children up to the age of 14 into schools in order to cover the age-group 6-14, which should be regarded as an integral whole for the purpose of providing basic education. The percentage of girls of the school going age (6-11) attending schools should go up from 23.3 per cent in 1950-51 to 40.0 per cent in 1955-56.
- At the secondary stage, the target should be to bring 15 per cent of the children of the relevant age-group into educational institutions. The percentage of girls of this age-group attending schools should go up to 10 per cent.
- In the field of social education, we should envisage that at least 30 per cent of people (and 10 per cent of women) within the age group of 14 to 40 receive the benefit of social education.

For pre-university education (i.e. school education) the following schemes of the Centre were envisaged:

Basic and Primary Education:

Complete units of basic education, from the pre-basic School to the postgraduate basic training College, will be set up, at least one in each State. Research in the problem of methods and curricula, with a view to improve them, will be one of the special functions of these Units and results achieved by them will be made available to all basic institutions of the Country in a

systematic manner. The training colleges of these units will train teachers for junior and senior basic schools. Each of these units will also be a community centre as well as a research centre where the impact of a complete unit of basic education on the whole life of the community will be studied. Ordinary primary schools in the area in which a basic unit is set up will also help to improve their standards.

Social Education:

Janta Colleges will be established, at least one in each State, for experimental purposes. Their main object will be to train social education workers, community members and administrators. When some of these colleges are no longer needed for this training they will be turned into rural colleges. These colleges will also serve as community centers. An attempt will also be made to establish at least one school-cum-community center in each District. The Janata Colleges will be opened in association with the units of basic education mentioned above. Library service will also be integrated in these institutions. The aim of concentrating all these institutions in one area is to attempt intensive educational development of that area.

Secondary Education:

At least one multi-lateral high school will be opened as a pilot institution in each State. These schools will have not only sections for liberal Arts and Sciences but also sections for Technical Education, commerce, agriculture, etc. Occupational schools, particularly for children between the ages of 14-18 will also be established for experimental purposes. Grants will be given on a non-recurring basis to such experimental schools conducted by the States, if they satisfy the necessary conditions. Research bureau devoted to the study of problems of secondary education will be established at secondary training colleges or universities. Merit scholarships will be provided in existing public schools to enable the poor students to obtain the benefits of these institutions.

6.8 SECOND FIVE YEAR PLAN

The second five year plan provided for a larger emphasis on basic education, expansion of elementary education, diversification of secondary education, improvement of standards of College and University education, extension of facilities for technical and vocational education and the implementation of social education as well as cultural development programs. In the first five year plan about Rs. 169 crores were provided for the development of education – Rs. 44 crores at the Centre and Rs. 125 crores to the States. In the second five year plan, Rs. 307 crores were provided – Rs. 95 crores at the Centre and Rs. 212 crores to the States.

6.9 THIRD FIVE YEAR PLAN

The main emphasis in the Third Five Year Plan was on the provision of facilities for the education of all children between the age group of 6-11 years, extension and improvement of the teaching of science at the Secondary and University stages, development of vocational and technical education at all levels, expansion and improvement of facilities for the training of teachers for each stage of education, increase in scholarships, free ships and other assistance.

The Plan envisaged an increase in the number of primary schools by 73,000, of middle schools by 18,100 and of high schools by 5,200. The total number of schools in the Country would go up by about 24 per cent and to about 4,94,500.

As a result of the more intensive programs proposed for the Third Plan, the proportion of trained teachers in each category was expected to rise up to about 75 per cent.

The need for expanding facilities for pre-school education was being increasingly stressed. Schemes for child welfare, now being formulated by the Ministry of Education, included improvement of existing balwadis, opening of new balwadis, expansion of the training programme for 'bal sevikas' and a number of pilot projects for child welfare in which education, health and welfare services were to be organised in an integrated manner.

The Third Five year Plan postulated an increase in the number of children in the age-group 6-14 about equal to that achieved during the preceding decade. For girls the proportion in the age-group was aimed to go up to about 46 per cent and for boys to about 73 per cent. During the Third Plan, it was proposed to convert about 57,760 schools into Basic Schools and to link up the basic school education with the development activities of each local community.

By the end of the Third Plan, the number of training institutions was aimed to increase to 1424 (as against 1307 during the second plan) and all of them were to impart training on basic lines, the number of pupil-teachers on rolls being about 2,00,000 as compared to 1,35,000 in 1960-61. For teachers who had not been trained in basic education, short-term courses of training in the simpler aspects of basic education were to be provided.

In secondary Education the measures envisaged were the conversion of high schools into higher secondary schools, development of multipurpose schools with provision of a number of elective subjects along with and in addition to the academic courses, expansion and improvement of facilities for the teaching of Science, provision of educational and vocational guidance, improvement of the examination and evaluation system, enlargement of facilities for vocational education, increased facilities for the education of girls and the backward classes and encouragement to merit through scholarships.

A number of supporting measures had been proposed to improve and strengthen teaching of Science. The existing Science syllabi in different States will be reviewed and modified, where necessary, with a view to integrating them with the Science syllabi at the earlier and later stages of education. A programme of preparation of teachers' hand-books, students' manuals, Science text-books and supplementary reading material in Science will also be undertaken. The training of laboratory assistants in the techniques of handling laboratory apparatus had also been taken up during this period. In addition, steps had been taken to standardise designs of Science apparatus and to get them manufactured in the Country itself. In order to coordinate, guide and direct the entire programme of Science teaching as well as the training of key personnel, a central organisation for Science education is

proposed to be set up in the Third Plan. A scheme of Science talent search is to be introduced with a view to identifying promising talent at the secondary stage and providing opportunities for its development.

During the first two Plans, 2115 multipurpose schools were established. These offered one or more practical courses on Technology, Agriculture, Commerce, Home Science and Fine Arts in addition to humanities and Science. Although the concept of the multipurpose school had been readily accepted and the scheme had expanded rapidly, certain difficulties had been encountered, such as the lack of teachers trained to teach the practical subjects, insufficient teaching material, especially textbooks and handbooks, limited range of elective courses and inadequacy of educational and vocational guidance facilities. During the Third Plan, therefore, it was proposed to concentrate on the consolidation of the schemes by strengthening the institutions already established, the programme of expansion being limited to about 331 new schools. An integrated teacher training programme for the multipurpose schools was proposed to be undertaken, and for this purpose, it was planned to establish four regional training colleges that will prepare teachers for the multipurpose schools through in-service and pre-service training programmes both in the practical and the Science subjects. Steps were also to be taken to stimulate greater experimental work in multipurpose schools for providing courses of study suited to different levels of abilities, including special programs of education for gifted students.

Check Your Progress 3

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

5. Critically analyse the Secondary education during first five year plan.

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6. Discuss the increase of primary schools from first five year plan to third five year plan.

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6.10 LET US SUM UP

The Unit critically analysed the development of school education starting from 1947 to 1964. The status of education at the time of independence and its subsequent progress in school education in terms of quantity as well as quality have been discussed in this Unit. The report of Sargent plan on Basic

Education and the emergence of universal primary education have also been discussed in the Unit.

The recommendations of the two major education commissions, namely - the University Education Commission, 1948-49, and Secondary Education Commission, 1952-53, on the development of School Education have been critically analysed in this Unit. Further to complement the recommendations of the education commissions, the target as well as the achievements of school education have been addressed in the First, Second, and Third Five Year Plans in this Unit.

6.11 REFERENCES AND SUGGESTED READINGS

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[Note: The report of University Education Commission, 1948-49, and Secondary Education Commission, 1952-53 and report of five year plans available in Govt. of India websites, have been referred to develop the content of the Unit.]

6.12 ANSWERS TO CHECK YOUR PROGRESS

Almost all the questions in Check Your Progress are analytical and reflective in nature. It is, therefore, that the answers will be exercised by self.

UNIT 7 DEVELOPMENT OF SCHOOL EDUCATION – 1964 TO 1985

Structure

- 7.1 Introduction
- 7.2 Objectives
- 7.3 The Education Commission, 1964-66
 - 7.3.1 Reforms Needed in Education
 - 7.3.2 Structure and Quality
 - 7.3.3 School Education
- 7.4 The National Education Policy, 1968
 - 7.4.1 Recommendations of NEP, 1968
- 7.5 Fourth Five Year Plan
- 7.6 Fifth Five Year Plan
- 7.7 Sixth Five Year Plan
- 7.8 Let Us Sum Up
- 7.9 References and Suggested Readings
- 7.10 Answers to Check Your Progress

7.1 INTRODUCTION

In the previous Unit, we learnt about the development of school education between 1947 to 1964. We read about the Sargent Plan, The University Education Commission, 1948-49, Mudaliar Commission, 1952-53, as well as the first three Five Year Plans. In this Unit, we will study about the development of school education between 1964 to 1985. We will read about the Education Commission, 1964-66, popularly known as Kothari Commission, as the Chairperson of the Commission was Prof. D.S. Kothari. We will also read about the National Policy on Education, 1968, which was based on the recommendations of the Kothari Commission, 1964-66. We will go on to take a look at the 4th, 5th and 6th Five Year Plans – how school education progressed under them. We will understand the development of school education system as well as the 10+2+3 system which was an outcome of the Kothari Commission's recommendation.

7.2 OBJECTIVES

After reading this Unit, you will be able to:

- acquainted with the developments of school education from 1964 to 1985;
- analyse the recommendations of the Kothari Commission;
- discuss the National Education Policy 1968; and
- critically analyse the progress of school education during the 4th, 5th and 6th Five Year Plans.

7.3 THE EDUCATION COMMISSION, 1964-66

The Education Commission, 1964-66, popularly known as Kothari Commission, was appointed by the Government of India by a Resolution, dated 14 July 1964, with the aim to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. There were 17 members in the commission. Chairman of the Commission was Prof. D. S. Kothari, the then Chairman, University Grants Commission.

The Commission set up twelve Task Forces on (1) School Education; (2) Higher Education; (3) Technical Education; (4) Agricultural Education; (5) Adult Education; (6) Science Education and Research; (7) Teacher Training and Teacher Status; (8) Student Welfare; (9) New Techniques and Methods; (10) Manpower; (11) Educational Administration; and (12) Educational Finance. In addition, it set up seven Working Groups on (1) Women's Education; (2) Education of Backward Classes; (3) School Buildings; (4) School-Community Relations; (5) Statistics; (6) Pre-Primary Education; and (7) School Curriculum.

The Report is divided into three parts. The first part deals with general aspects of educational reconstruction, common to all stages and sectors of education. These include reorientation of the educational system to national objectives, structural reorganization, and improvement of teachers, enrolment policies and equalization of educational opportunity.

The second part deals with the aspects of school education such as: problems of its expansion, curriculum, teaching methods, textbooks, guidance, evaluation, administration and supervision. It also discusses problems of higher education which include, the establishment of major universities, programs of qualitative improvement, enrolment and university governance. Apart from these, it also recommended agriculture, technical and vocational education, science education and research, and problems of adult education. The third part deals with educational planning, administration and finance.

The essence of the Commission's Report, as stated in its Foreword, is: "Indian education needs a drastic reconstruction, almost a revolution", the major reconstruction needed was as follows:

- improvement in the effectiveness of primary education;
- introduction of work experience as an integral element of general education;
- vocationalization of Secondary education;
- improvement of the quality of teachers at all levels and to provide teachers in sufficient strength;
- liquidation of illiteracy;
- strengthening of centers of advanced study strive to attain, in some of our universities at least, higher international standards;
- laying special emphasis on the combination of teaching and research; and
- paying particular attention to education and research in agriculture and allied Sciences.

Check Your Progress 1

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

1. Explain the structure of the Report of Education Commission, 1964-66.

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2. What, according to the Foreword of the Commission's Report, is the foundation as well as the instrument for the nation's progress, security and welfare?

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7.3.1 Reforms Needed in Education

According to the Commission Report, "The most important and urgent reform needed in education is to transform it, endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals." For this purpose, the Commission suggested four objectives, such as:

1. increase Productivity;
2. achieve social and national integration;
3. accelerate the process of modernization; and
4. cultivate social, moral and spiritual values.

1. Education and Productivity: The programs needed to relate education to productivity are Science Education, Work Experience and Vocationalization of Secondary education.

2. Social and National Integration: The achievement of social and national integration is an important objective of the educational system and the following steps were suggested to be taken to strengthen national consciousness and unity:

- The Common School
- Social and National Service

- **Language Policy:** Mother-tongue has a pre-eminent claim as the medium of education at the School and College stages.
- Promotion of National Consciousness should be attempted through the promotion of understanding and re-evaluation of our cultural heritage and the creation of a strong driving faith in the future towards which we aspire. This can be achieved by:
 - (a) Well-organized teaching of the languages and literatures, philosophy, religions and history of India, and by introducing the students to Indian architecture, sculpture, painting, music, dance and drama.
 - (b) There is no contradiction between the promotion of national consciousness and the development of international understanding which education should simultaneously strive to promote.
 - (c) The educational programme in Schools and Colleges should be designed to inculcate democratic values.
- 3. **Education and Modernization:** In a modern society, education is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product, but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge for oneself. Apart from raising the educational level of the average citizen, it must try to create an intelligentsia of adequate size and competence, which comes from all strata of society and whose loyalties and aspirations are rooted to the Indian soil.
- 4. **Social, Moral and Spiritual Values:** The education system should emphasize the development of fundamental social, moral and spiritual values. A syllabus giving well-chosen information about each of the major religions should be included as a part of the course in citizenship or as part of general education to be introduced in schools and colleges up to the first degree. It should highlight the fundamental similarities in the great religions of the world and the emphasis they place on the cultivation of certain broadly comparable moral and spiritual values. It would be a great advantage to have a common course on this subject in all parts of the Country and common textbooks which should be prepared at the national level.

7.3.2 Structure and Quality

Structure

The Commission recommended that the new educational structure should consist of:

- One to three years of pre-school education.
- A ten-year period of general education which may be subdivided into a primary stage of 7 to 8 years (a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years) and lower secondary stage of 2 or 3 years of general education or one to three years of vocational

education (the enrolment in vocational courses being raised to 20 per cent of the total).

- A Higher Secondary stage of two years of general education or one to three years of vocational education (the enrolment in vocational education being raised to 50 per cent of the total).
- A Higher Education stage having a course of three years or more for the first degree followed by courses of varying duration for the second or research degrees.
- The age of admission to class I should ordinarily be not less than 6+.
- The first public external examination should come at the end of the first ten years of schooling.
- The system of streaming in Schools should be made until beyond Class X.
- The pre-university course should be transferred from the universities and affiliated Colleges to Secondary Schools.
- A uniform system of nomenclature for the different stages and sub-stages of education should be evolved by the Government of India in consultation with State Governments.
- Part-time education should be developed on a larger scale at every stage and in every sector of education and should be given the same status as full-time education.

This led to the 10+2+3 system of education that exists today.

Quality: The Commission recommended dynamic and evolving standards as well as optimum utilization of facilities in order to enhance quality in education.

Dynamic and Evolving Standards: An intensive effort should be made to raise standards continually for all stages of education. The first ten years of school education should be qualitatively improved so that the wastage at this stage should be reduced to the minimum. Within a period of ten years, the standards reached at the end of Class X should be those now attained at the end of the higher secondary course. Similar efforts should be made to raise the standard of the university degrees by adding one year of content.

Universities and Colleges should assist secondary schools in improving their efficiency through a variety of measures and school complexes should be formed. Each complex should consist of a secondary school and all the lower and higher primary schools within its neighborhood.

Utilization of Facilities: In this regard, the Commission recommended that (1) Emphasis should be laid, in plans of educational reconstruction, on programs of intensive utilization of existing facilities (2) The number of instructional days in the year should be increased to about 39 weeks for schools and 36 weeks for colleges and pre-primary schools (4) Vacations should be utilized fully through participation in studies, social service camps, production experience, literacy drives, etc. (5) The duration of the working day should be increased at the school stage and (6) Steps should be taken

to ensure full utilization of institutional facilities such as libraries, laboratories, workshops, craft, etc., all the year round.

Check Your Progress 2

Note: i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

3. Mention the objectives of the Education Commission, 1964-66.

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4. What are the three programs needed to relate education to productivity?

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5. Explain the steps recommended for the achievement of social and national integration.

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6. Explain the 10+2+3 system of education.

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7.3.3 School Education

The second volume of the Kothari Commission Report dealt exclusively with School Education. The important recommendations of School Education were as follows:

- The entire pre-university period of education should be treated as one single and continuous unit. It may be subdivided into pre-primary, lower and higher primary, and lower and higher secondary. But it has to be noted that the similarities between the problems of different sub-stages are more significant than the differences.
- Pre-primary education is of great significance to the physical, emotional and intellectual development of the children, especially those with unsatisfactory home backgrounds.
- The objective of primary education should prepare individuals to be responsible and useful citizens. The constitutional directive of providing free and compulsory education for every child up to the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the Country through the development of the following programs:
- Five years of quality and effective education should be provided to all children by 1975-76.
- Seven years of such education should be provided by 1985-86.
- Emphasis should be laid on the reduction of wastage and stagnation. The objective should be to ensure that not less than 80 per cent of the children that enter class I reach class VII in a period of seven years.
- Children who are not yet fourteen years old at the end of class VII and do not wish to study further should be retained in the educational system till they complete 14 years of age, but should be provided with short vocational courses of their choice.
- Each State and District should be required to prepare a perspective plan for the development of primary education in its area, in the light of the targets stated above and its local conditions.
- The expansion of primary schools should be so planned that a lower primary school is available within a distance of about a mile and a higher primary school within one to three miles from the home of the child.

The following steps were suggested for achieving the Universal retention:

- Most important programme to be implemented in this regard, during the next ten years is to improve the quality of primary education and to bring wastage and stagnation to the minimum. The target should be to reduce wastage and stagnation by about half by 1976 and to almost eliminate them by 1986.
- Stagnation and wastage are very high in class I and their reduction should be a major programme. The measures taken to reduce them were: (a) treating classes I and II (and wherever possible even classes I-IV) as one integrated unit; (b) introducing a year of pre-school education; and (c) adopting play-way teaching techniques in class I.
- Wastage and stagnation in other classes should be reduced by providing various forms of part-time education, by implementing a nation-wide programme of school improvement, and by an intensive programme of parental education.

- All children in the age-group 11-14, not attending schools, and have not completed the primary stage of education and become functionally literate, should be required to attend literacy classes for a period of at least one year. The classes should be organized in primary schools and in a flexible manner to suit the convenience of the pupils. They should begin on a voluntary basis; but compulsion may be tried when the local community has become familiar with the concept.
- Similar facilities for part-time education should be provided for children who have completed the lower primary stage and desire to study further. The curriculum may follow the general education pattern or contain a large vocational element as required by the local needs.

Steps recommended for the expansion of Secondary Education were:

- Enrolment in secondary schools should be regulated during the next 20 years by (a) proper planning of the location of Secondary schools, (b) maintaining adequate standards and, to that end, determining the enrolment in terms of facilities available, and (c) selecting the best students.
- Development plan for Secondary Education should be prepared for each district and implemented in a period of ten years. All new institutions should satisfy essential standards and existing institutions should be raised to the minimum level.
- The best students should be selected for admission into secondary schools, through a process of selection at the lower secondary stage, and on the basis of external examination results and school records at the higher secondary stage.
- Vocationalization of Secondary Education should be done on a large scale and enrolment in vocational courses raised to 20 per cent of total enrolment at the lower secondary stage and 50 per cent of total enrolment at the higher secondary stage by 1986. The strategies recommended in this regard were as follows:
 - A variety of part-time and full-time facilities in vocational education should be made available at both these stages to meet the needs of boys and girls, in urban and rural areas. Special sections should be set up in the Education Departments to help young people who drop out after class VII or VIII to obtain training on a full-time or part-time basis and to be in overall charge of the organization of these Courses.
 - Facilities for part-time education should be provided on a large scale at the lower and higher secondary stages, in general and vocational courses. Special emphasis will have to be placed on agricultural courses for those who have taken to farming as a vocation and courses in home science or household industries for girls.
 - Efforts should be made to accelerate the expansion of girls' education so that the proportion of girls to boys reaches 1:2 at the lower secondary stage and 1:3 at the higher secondary stage in 20 years. Emphasis should be placed on establishing separate schools for girls, provision of hostels and scholarships, and part-time and vocational courses.

Check Your Progress 3

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

7. What was the most important recommendation of the Commission with regard to school education, apart from the change in structure?

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8. Explain the objective of primary education according to the Commission.

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9. Explain the steps suggested to reduce wastage and stagnation in class I.

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7.4 THE NATIONAL EDUCATION POLICY, 1968

The National Policy on Education, 1968, was based on the recommendations of the Education Commission of 1964-66, which you have read in the previous section. The Commission recommended that the Government of India should issue a National Policy on Education which provides guidance to the State Governments and the local authorities for preparing educational plans and implementing them. Accordingly, a committee consisting of Members of Parliament was constituted by the Govt. of India in 1967. The Committee comprised of prominent members of almost all political parties in the Country. They prepared a draft which was approved by the Central Advisory Board of Education.

7.4.1 Recommendations of NPE, 1968

The Policy laid down its recommendations on several aspects, which are being discussed as follows:

Free and Compulsory Education

The Policy emphasized that strenuous efforts should be made for an early fulfillment of Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.

Status, Emoluments and Education of Teachers

Teachers are the most important factor that determines the quality of education. The Policy recommended that teachers should get an honourable position in the Society. Their emoluments and other service conditions should be adequate and satisfactory, considering their qualifications and responsibilities. The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected. Teacher education, particularly in-service education, should be given due importance.

Development of Languages:

The Policy stressed on the importance of developing languages. Emphasis was laid on developing regional languages, apart from Hindi, Sanskrit and international languages. It also laid down the Three Language Formula at school stage.

Regional Languages: According to the policy, development of Indian languages and literature is crucial for educational and cultural development of the country. The use of regional languages should be not only at primary and secondary stages, but urgent steps should be taken to adopt them as medium of instruction at the University stage.

Hindi: Further, the policy stipulated that all efforts should be made to promote the development of Hindi as the link language. It should be ensured that Hindi serves as a medium of expression for the composite culture of India, as provided in Article 351 of the Constitution.

Sanskrit: The policy reiterated that, "Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the Country, facilities for its teaching at the school and University stages should be offered in a more liberal way".

International Languages: It was also thought that special emphasis needs to be laid on the study of English and other international languages for coping with the global development of Science and Technology.

Three Language Formulas: The Policy recommended Three-Language Formula at the Secondary stage. The directive was that the State Governments should adopt and vigorously implement three language formula that "includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States."

Equal Educational Opportunity

The policy directed that strenuous efforts should be made to equalize educational opportunity. In this regard, the recommendations were as follows:

- Regional imbalance in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.
- Common School System should be adopted in order to promote social cohesion and national integration.
- Education of girls should be given due emphasis, not only on grounds of social justice but also to accelerate the social transformation.
- Efforts are needed to develop education among the backward classes and especially among the tribal people.
- Education for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programs, enabling the handicapped children to study in regular schools

Check Your Progress 4

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

10. Explain the recommendation of the Three languages formula.

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11. Why the study of Sanskrit was important according to the Commission?

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12. Explain the recommendation with regard to equal educational opportunity.

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Identification of Talent

The policy directed that in order to cultivate excellence, it is necessary that talent in diverse fields should be identified at an early age and every opportunity should be given for its full development.

Work-experience and National Service

It was recommended that the school and the community should be brought closer through suitable programs of mutual service and support. Work-experience and national service, including participation in meaningful and challenging programs of community service and national reconstruction, should accordingly become an integral part of education. Emphasis should be given on self-help, character formation and in developing a sense of social commitment in these programs.

Science Education and Research

The policy emphasized that, in order to accelerate the growth of the national economy, Science Education and Research should be given high priority. Science and Mathematics should be an integral part of general education till the end of the school stage.

Examination Reform

The policy laid emphasis on reform in the examination system. It was recommended that the major goals of examination reform should be twofold: i) to improve the reliability and validity of examinations and ii) to make evaluation a continuous process.

Secondary Education

Recommendations of the National Policy on Education, 1968, regarding Secondary Education were as under:

- a) Educational opportunity at the secondary level is a major instrument for social change and transformation. Facilities for Secondary Education should be extended where the facilities have not reached yet.
- b) There is a need of provisions and facilities for Secondary and Vocational Education for developing economy and generating real employment opportunities. Such facilities should be diversified to cover a large number of fields such as Agriculture, Industry, Trade and Commerce, Medicine and Public Health, Home Management, Arts and Crafts, Secretarial Training, etc.

Part-time Education and Correspondence Courses

The policy recommended that part-time education and correspondence courses should be developed on a large scale at the University stage. Such facilities should also be developed for Secondary School students. Education through part-time and correspondence courses should be given the same status as full-time education.

The Educational Structure

The Policy recommended a broadly uniform educational structure in all parts of the Country. The ultimate objective was to adopt the 10+2+3 pattern, i.e. ten years of school education up to completion of Secondary stage, the higher secondary stage of two years being located in schools, and three years of degree courses in the Colleges.

Check Your Progress 5

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

13. Explain the recommended for examination reform.

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14. What were the recommendations with regard to:

a) Work-experience and National Service.

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b) Structure of Education.

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7.5 FOURTH FIVE YEAR PLAN

The duration of Fourth Five Year Plan was from 1968 to 1973. It focused on, “suitably oriented system of education that can facilitate and promote social change and contribute to economic growth, not only by training skilled manpower for specific tasks of development but, perhaps even more important, by creating the requisite attitudes and climate. Facilities for Universal Elementary Education are a pre-requisite for equal educational opportunity.”

The approach to education was laid down as: “Priority will be given to the expansion of elementary education and emphasis will be on the provision of facilities for backward areas and communities and to the girls. Deficiency in infrastructure and equipment of educational institutions will be removed.

Other aspects of importance were:

- improvement of teacher education;
- expansion and improvement of Science Education;
- raising standards of post-graduate education and research;
- development of Indian languages and book production, especially text books; and

- consolidation of technical education including reorganisation of polytechnic education and needs of industry and its orientation towards self-employment.

Apart from these, it emphasizes on the efforts made to involve people in educational programs and to mobilise public support. It emphasized on:

- utilizing existing facilities to the maximum possible extent;
- streamlining of the planning, implementing and evaluating machinery;
- increasing the use of educational technologies;
- part-time and correspondence courses;
- modern media of communication;
- optimum size of institutions to promote, expansion and development with minimum investment without lowering standards;
- undertaking new tasks only after careful preparation through pilot projects; and
- improving curricula and text-books, in-service education of teachers and research in methods of teaching.

7.6 FIFTH FIVE YEAR PLAN

The 5th Five Year Plan commenced on 1974 and extended till 1979. The objective of the 5th Five Year Plan was to: increase the level of employment, reduce poverty and to attain self-sufficiency in agriculture. The world economy was in great trouble when the fifth five year plan was chalked out.

The 5th Five Year Plan was laid out during a crisis to overcome the impediments posed by the wavering economic condition. It was designed in a way to meet the needs of the time. There was nothing specific about education in it, but there were implications of education in the issues that were emphasized as follows:

- Reducing the discrepancy between economic development at the regional, national and international level. It emphasized on putting the economic growth at par with each other.
- Improving the agricultural condition by implementing land reforms.
- Improving the scope of self-employment through well-integrated programs.
- Reducing the rate of unemployment both in the urban and the rural sectors.
- Encouraging growth of small scale industries.
- Enhancing the import substitution in the spheres including chemicals, paper, mineral and equipment industries.
- Applying policies pertaining to finance and credit in the industrial sector.
- Stressed on the importance of a labour intensive production technology in India.

7.7 SIXTH FIVE YEAR PLAN

The period of 6th Five Year Plan was from 1980 to 1985. On Education, it stated that, “Education, broadly perceived as a seamless continuum of lifelong learning, is essential for human resource development at every age level”. In a package of developmental inputs available to the community, education should form an effective means to improve the status and character of living patterns of the people, help intellectual social and emotional development of the individuals and to enable them to meet their basic needs for daily life.

The Plan stated that the Programmes of human resource development have a four-fold perspective; i.e.

- to prepare individuals for assuming their role as responsible citizens;
- to develop in them a scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the processes of development;
- to sensitise them to ethical, social and cultural values which go to make an enlightened nation; and
- to impart them knowledge, skills and attitudes which would enable them to contribute to the productive programs in the national development.

The Plan went on to say that in order to realise this perspective, educational system and programs have to be directed towards a set of goals and tasks like to:

- guarantee all equality of opportunity for education for improving the quality of life and their participation in the tasks of promoting the general well-being of the society;
- provide to all young people and adults, irrespective of age, the means for ample self-fulfillment within the framework of harmonious development which reflects the needs of the community to which they belong;
- provide for a continuous process of lifelong education for physical, intellectual and cultural development of people and for inculcating in them capabilities to cope with and influence social change;
- establish dynamic and beneficial linkages between education, employment and development with due regard for the economic and social aims of the Community;
- promote respect for, and belief in values of national integration, secularism, democracy and dignity of labour;
- sensitize academic communities to the problems of poverty, illiteracy and environmental degradation through extension services and organized participation in poverty reduction and environment improvement programs;

- facilitate development, mobilization, organization and utilization of the youth to involve and participate in the process of national development; and
- support the growth of Arts, Music, Poetry, Dance, and Drama, including folk art, as instrument of culture, education and national integration.

The Plan emphasized that the approach to achieve these objectives have to be characterized by flexibility and diversity to suit varying needs and circumstances and by a stress on coordination of efforts, resources and programs of different sectors and agencies. The need to maintain high quality of education, aiming at academic excellence, and its relevance to national development objectives needs to be articulated throughout the system.

Check Your Progress 6

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

15. Mention four important programs emphasized by the 4th Five year Plan that you think were important.

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16. Describe the fourfold perspective regarding the programs of human resource development as stated by the 6th Five Year Plan.

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7.8 LET US SUM UP

In this Unit, we studied about the development of school education between 1964 and 1985. We discussed the recommendations of Education Commission, 1964-66, popularly known as Kothari Commission and the National Policy on Education 1968. We also learnt about the 4th, 5th and 6th Five Year Plans, especially focusing on how school education progressed under them. The implementation aspects of the Education Commissions, 1964-66, and 1968, have been focused in the 4th, 5th and 6th Five Year Plan. It, also, equally suggested the strategies to achieve the target of education at every stage, including School Education. The present Unit provides a base to the learners to understand National Policy on Education, 1986, and the further Five Year Plans which have discussed in the next Unit.

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[Note: The report of the Education Commission, 1964-66, National Policy on Education, 1968, and report of 4th, 5th and 6th Five Year Plan. available in Govt. of India websites, have been referred to develop the content of the Unit]

7.10 ANSWERS TO CHECK YOUR PROGRESS

1. The report was divided into three parts, i.e. deals with general aspects of education reconstruction, aspects of school education, and educational planning, administration and financing.
2. Self-exercise.
3. Self-exercise.
4. Self-exercise.
5. Self-exercise.
6. 10 Years of School Education, 02 Years of Higher Secondary Education and 03 Years Degree/College education.
7. Self-exercise.
8. Prepare individuals to be responsible and efficient citizens.

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9. Integrating Class I and II and if possible Class I to IV, introducing one year pre-school education and teaching through play-way method.
10. Self-exercise.
11. Regarding its unique contribution to the cultural Unity of the Country.
12. Self-exercise.
13. Improve the reliability and validity of the examination and to make evaluation as continuous process.
14. Self-exercise.
15. Qs. No. 15 and 16 are self-exercise.



UNIT 8 DEVELOPMENT OF SCHOOL EDUCATION IN 1986 AND AFTER

Structure

- 8.1 Introduction
- 8.2 Objectives
- 8.3 National Policy on Education, 1986 – An Overview
 - 8.3.1 Basic Features of NPE 1986
- 8.4 Modified National Policy on Education, 1992
 - 8.4.1 Basic Features of Modified NPE, 1992
- 8.5 National Knowledge Commission, 2006-2009
 - 8.5.1 Knowledge Pentagon
 - 8.5.2 The NKC Report and Recommendations
- 8.6 National Curriculum Framework, 2005
 - 8.6.1 NCF, 2005: Summary of Recommendations
- 8.7 National Curriculum Framework for Teacher Education, 2009
- 8.8 Education in Seventh to Twelfth Five Year Plans
 - 8.8.1 7th Five Year Plan (1985-1990)
 - 8.8.2 8th Five Year Plan (1992-1997)
 - 8.8.3 9th Five Year Plan (1997-2002)
 - 8.8.4 10th Five Year Plan (2002-2007)
 - 8.8.5 11th Five Year Plan (2007-2012)
 - 8.8.6 12th Five Year Plan (2012-2017)
- 8.9 Let Us Sum Up
- 8.10 References and Suggested Readings
- 8.11 Answers to Check Your Progress

8.1 INTRODUCTION

In this Unit, we will learn about the development of Indian education in the last quarter of 20th Century. The massive changes in education, broadening the social base of education and its availability to all groups are the major concern of this Unit. The Unit starts with discussing the recommendations of National Policy on Education, 1986, and the revised National Policy on Education, 1992. The major focus of the recommendations relating to School Education has been given more importance to develop this Unit. The Unit further discusses the recent development of school and teacher education such as: the recommendations of National Knowledge Commission, 2006-2009, National Curriculum Framework, 2005, and National Curriculum Framework for Teacher Education, 2009. Like the earlier Units, the present Unit has also critically analysed the recommendations on school education of the five year plans starting from 7th to 12th Five Year Plans.

8.2 OBJECTIVES

After going through this Unit, you will be able to:

- discuss the recommendations of the National Policy on Education, 1986, and Revised National Policy on Education, 1992, in the context of school education;
- analyse the recommendations of National Knowledge Commission, 2006-2009;
- discuss the developments of school education and its pedagogical concern recommended in NCF, 2005, and NCFTE, 2009; and
- critically analyse the recommendations of 7th to 12th Five Year Plans on school education.

8.3 NATIONAL POLICY ON EDUCATION, 1986 – AN OVERVIEW

The NPE, 1986, contended that the role of education is to essentially transform a static society into a vibrant one with commitment, development and change. The policy recognized that the need of access to education for all sections and getting them involved in the process of continuing education so as to promote a learning society. Further, the Policy also laid special emphasis on the role of education in adequately equipping the new generation stepping into 21st Century with required skills and competencies.

National Policy on Education 1986 is divided into 12 parts. Almost all aspects of education have been discussed in various parts of the report. Let us discuss the basic features of NPE, 1986.

8.3.1 Basic Features of NPE, 1986

The following are the basic features of NPE, 1986:

- The policy focused more on decentralization of education and establishment of District Institute of Education and Training.
- Making sufficient funds available for education by increasing the expenditure up to 6% of GDP.
- The uniform pattern of 10+2+3 pattern of education for all over the Country was recommended for immediate implementation.
- Reorganization of educational programs at Primary, Secondary and Higher Secondary level. Also, the reorganization of school curriculum was recommended.
- Early Childhood Care and Education was given importance. Proper availability of food and healthy environment was also recommended.
- Free and Compulsory Education till completion of elementary level along with qualitative improvement in school was also recommended.
- Reorganization of Secondary school was recommended. The compulsory school subjects such as Languages, Mathematics, Science, Social Science,

Statistics, Humanities, History, and some concepts such as national and constitutional responsibility of citizen is given prime importance to teach to the students.

- Expansion of higher education was to be done with opening Open University and Distance Education Institutions and the mode of education was to be given equal status and recognition by UGC.
- Recognition to be given to the role of technical and Management education.
- Evaluation system is to be improved by adding Continuous and Comprehensive Evaluation to the system. Delinking from job degree and more emphasis was given to skill based learning.
- Improvement in the teacher education programme was recommended. NCTE was to be given a constitutional status, establishing DIET, and CTEs.
- For the improvement in education, it was recommended to implement Educational Technology in Indian classroom.
- For making education system more effective, Minimum Level of Learning (MLL) was decided.
- Equal Opportunity for all was managed by giving special space to women, SCs, STs, OBCs and Physically weaker section of the society.
- More schools to be opened and making resources available for the students who are located in the remote areas.
- IEDS scheme was launched for the students from the Physically weaker section.

Check Your Progress 1

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

1. Explain the basic features of NPE, 1986.

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8.4 MODIFIED NATIONAL POLICY ON EDUCATION, 1992

The National Policy on Education (NPE) was adopted by Parliament in May, 1986. A committee was set up under the chairmanship of Acharya Rammurti in May, 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December, 1990. At

the request of the Central Advisory Board of Education (CABE), a committee was set up in July, 1991, under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE, taking into consideration the report of the Rammurti Committee and other relevant developments having a bearing on the Policy and to make recommendations regarding modifications to be made in the NPE, 1986. The committee submitted its report on 1992.

8.4.1 Basic Features of Modified NPE, 1992

The following modifications have been suggested by the committee:

- Making availability of Non-Formal Education for the girl child especially from the age group of 15-35 years.
- Special provisions were made for the students from weaker sections like SC/ST/OBC and minorities in the form of Mid-Day-Meal, stationary, books and free education.
- Efforts were made for the backward minorities for giving them hostel facilities, polytechnic education, coaching and removal of difficulties coming in the way of education.
- Provisions for the NGO were made to come forward in this sector for opening new special schools and give students vocational training.
- Efforts were made to make them self-dependent by imparting education through National Literacy Mission.
- Relating to Early Childhood Care and Education, provisions were made for establishing the Anganwadis and Balwadis.
- Relating to Elementary Education, provisions of schools were made for low density areas. Minimum numbers of teachers were suggested for the school as per the enrollment of the school.
- Provisions were made for the improvement of quality education with the enhancement of Secondary School Education till +2 level.
- Emphasizing quality enhancement in Navodaya Vidyalaya schools and setting a role model for all other schools.
- Provisions were made in vocational education to meet the requirements of industry and employment.
- In higher education, provisions were made for self-financed Universities.
- Provision was made to open at least one Open University in each State and IGNOU had to give technical assistance and Distance Education Council to regulate them.
- Provision was made to delink jobs with Degree. More focus was given to attaining skills and competencies for youth.
- Provision was made to open rural universities and institutes. It was suggested to provide technical and financial support to the NGOs and government institutions.

- Suggestions were made to establish All India Council of Technical Education (AICTE).
- Establishing culture bond was also emphasized in education from the regional to national level and from national level to Global Level.
- Suggestions were made that research must not be confined to just obtaining the degree but its result must influence the society too.
- For development of languages, three language formula was promoted and it was recommended to develop Hindi as the National Language.
- Recommendations were made to include the Media, Radio, Computers and new technologies as a part of education process.
- Emphasis was laid on sports and other physical activities. Suggestions were given to motivate students to participate in the NCC and NSS.
- Recommendation was made to attain Minimum Level of Learning in each subject, making evaluation process more flexible, and avoid unfair means in the evaluation process.
- Recommendation was made to give constitutional status to NCTE, to establish DIETs, CTEs, and IASEs.
- Recommendation was made to decentralize education, and to allow the NGOs to participate in this sector.

Check Your Progress 2

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

2. What are the recommendations of Modified NPE-1992 in connection to Teachers and their training?

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3. Explain three Language formula.

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8.5 NATIONAL KNOWLEDGE COMMISSION, 2006-2009

The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. It was an endeavor to transform the knowledge landscape of the Country. NKC focuses on areas of access to knowledge, knowledge

concepts, knowledge creation, knowledge application, and knowledge services. That is called as knowledge pentagon. Let us discuss the knowledge pentagon of NKC.

Figure 1 Knowledge Pentagon



8.5.1 Knowledge Pentagon

Areas of Access to Knowledge:

Access of knowledge is one of the most fundamental issues in a knowledge society. Even if universities, research institutions and laboratories produce large amount of knowledge, it will be of little use until a majority of the population actually possesses adequate means to acquire, absorb and communicate this knowledge. The concept of access to knowledge is made up of four components:

- Individuals must possess the ability to receive and comprehend knowledge.
- Individuals, who have the ability to receive and comprehend knowledge, readily obtain it.
- Accurate knowledge of the State and its activities should be made available to the general public.
- Access is about increasing the opportunities of individuals or groups excluded from mainstream knowledge systems.

Against this backdrop, issues like— adult literacy, delivery of existing public libraries, strengthening public information system, developing national web-based portals and use of internet and technology are the prominent ones to be taken care of.

Knowledge Concepts

Advances in knowledge and its application are the products of human endeavours; therefore, it is of utmost importance that we nurture the skills

and intellectual capacities of youth population in order to build a strong base of human capital that can transform India into a strong knowledge economy. Knowledge concepts are organized, distributed and transmitted through the education system. Education is a potent force for any developing State. It encourages individuals to - think independently, make better decisions, and be abreast of important issues and trends at the local and national level. The issues that come forward in knowledge concept focuses on:

- Suitable education system relies largely on a complex interface of human resources, pedagogical methods, curricula, infrastructure and academic standards.
- Special initiatives required to bring 100 millions of illiterate children into the mainstream.
- Strengthening basic infrastructure in Elementary schools, boosting teaching quality and improving academic standards.
- Secondary Education needs to be recognized as a crucial intermediary step between Elementary and Higher Education. Innovative strategies are required to make secondary education less strenuous and more appealing to students.
- Requirements of proper funding, regulatory frameworks and curricula, private sector participation, academic standards and research in higher education.
- Consolidating and extending India's growing international presence in IT, Medicine, Law, Engineering, etc.
- Requirements of vocational education to produce quality technicians and other skilled workers and craftsmen.
- While formal education is useful for building human capital, not all individuals are able to participate in it. Resources must be developed so as to ensure that distance education is developed as a viable alternative to formal education.
- A culture of lifelong learning needs to be encouraged for all jobs, especially in the public sector.
- Language is an important issue, not just in knowledge concepts but also in access and application. Translating knowledge into local languages will ensure that knowledge is uniformly available in society and local knowledge is made available for use and analysis.

Knowledge Creation:

Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in science & technology. A nation can develop in two ways – learning to use existing resources in a better manner or discovering new resources. Both activities involve a significant amount of knowledge creation by way of research and innovation. For this, it will be important to:

- Promote research in institutions of higher education in order to bring them at par with national research institutes and laboratories.

- Link research in public institutions with industry requirements to foster a symbiotic relationship wherein research is more disciplined and focused on delivery, and the private sector benefits from lower costs in R&D.
- Diversify the funding sources of research institutions and universities, allowing private investment (both domestic and foreign) or public-private partnerships in R&D.
- Promote innovation through the National Innovation Foundation by encouraging entrepreneurship at the local and national levels, and encouraging inter-disciplinary studies in order to encourage new approaches and methodologies.

Knowledge Application:

The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in the fields like Agriculture, Industry, Health, Education etc. where productivity can be enhanced. Knowledge application includes the following:

- Knowledge can be productively applied to promote technological changes and facilitate the reliable and regular flow of information.
- Recent non-public initiatives in the field of education, communication and agriculture have further demonstrated that knowledge can be very effectively applied for the betterment of the rural poor. The NKC has identified the areas such as education, agriculture, rural and traditional knowledge where knowledge application will produce significant benefits.

Knowledge Services:

Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent and efficient. E-governance can change the way in which citizens of India perceive and interact with the government.

- The use of knowledge services, more popularly known as e-governance, has the potential to simplify many different points at which citizens interact with the State. Traditionally, these points of interaction have been vulnerable to unscrupulous activities and rent-seeking.
- They have also created a culture of fear in the people, who often find themselves completely at the mercy of frontline government officials while trying to access public services.
- Technology provides us with an opportunity to eliminate these unsavory elements of our democracy, bureaucracy and to ensure accountability, transparency and efficiency in government services.

8.5.2 The NKC Report and Recommendations

In the report of NKC, the three important aspects of education such as expansion, excellence and inclusion, have been widely discussed.

Expansion

- Higher education system needs a massive expansion of opportunities to around 1500 Universities nationwide that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015.
- Recommended for establishment of an Independent Regulatory Authority for Higher Education (IRAHE).
- Increase public spending and diversify sources of financing. The expansion of the system of higher education is not possible without enhanced levels of financing. This must necessarily come from both public and private sources.
- Establish 50 National Universities that can provide education of the highest standard.

Excellence

- The endeavor to transform higher education must reform existing institutions.
- The system of affiliated Colleges for undergraduate education, which may have been appropriate 50 years ago, is no longer adequate or appropriate and needs to be reformed. Indeed, there is an urgent need to restructure the system of undergraduate Colleges affiliated to Universities.
- An expansion of higher education, which provides students with choices and creates competition between institutions, is going to be vital in enhancing accountability.

Inclusion

- Education is the fundamental mechanism for social inclusion. It is, therefore, essential to ensure that no student is denied the opportunity to participate in higher education due to financial constraints.
- A major aim of the higher education system must be to ensure that access to education for economically and socially underprivileged students is enhanced in a substantially more effective manner.

Key Recommendations:

- Presently, India has about 350 universities. Around 1,500 universities should be opened nationwide so that India is able to attain a gross enrolment ratio of at least 15% by 2015.
- Existing universities should be reformed through revision of curricula at least once in three years, supplementing annual examination with internal assessment, transition to a course credit system, attracting talented faculty by improving working conditions and incentives.
- A Central Board of Undergraduate Education should be established, along with State Boards of Undergraduate Education, which would set curricula and conduct examinations for undergraduate colleges that choose to be affiliated with them.

- An Independent Regulatory Authority for Higher Education (IRAHE) should be formed. IRAHE should be independent of all stakeholders and be established by an Act of Parliament.
- The UGC would focus on disbursement of grants and maintenance of public institutions of higher learning. The regulatory function of the AICTE, MCI, and BCI and other education related regulatory bodies would be performed by IRAHE.
- The IRAHE shall have the power to set and monitor standards, award degree, grant power to the institutions of higher education, license accreditation agencies and settle disputes. Same norms shall apply to all institutions, irrespective of whether they are public or private, domestic or international.
- Quality of education can be enhanced by stringent information disclosure norms, evaluation of courses by teachers and students, rethinking the issue of salary differentials within and between universities to retain talented faculty, formulating policies for entry of foreign institutions in India and the promotion of Indian institutions abroad.

Check Your Progress 3

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

4. Explain Knowledge pentagon.

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5. Critically analyze recommendations of NKC in the context of Secondary Education.

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8.6 NATIONAL CURRICULUM FRAMEWORK, 2005

National Curriculum Framework, 2005, is a complete document to rejuvenate Indian School as well as Teacher Education. The guiding principles of NCF, 2005, focuses on connecting knowledge to life outside the school, ensuring that learning shifted away from rote methods, enriching the curriculum so that it goes beyond textbooks, and making examination more flexible and integrating them with classroom life.

8.6.1 NCF, 2005: Summary of the Recommendations

Learning and knowledge:

Learning should be made an enjoyable activity. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued. The curriculum should focus on holistic development of the individual and enhance physical and mental development of child.

Inclusive education should be given priority and flexibility to exist in practising a curriculum to suit the needs of every student irrespective of their diversities in many aspects. Constructive approach must be followed in learning as a part of the curriculum. Situations and opportunities need to be created in the context of classrooms for the students in order to respond to the challenges, encourage individual to show creativity, develop problem solving approach and actively participate in society.

Curricular Area, School Stages and Assessment:

Let us discuss the core subjects included in the curricular areas as well as the related discipline areas:

Language

To develop speaking, listening, reading and writing skills among the learners across the school subjects and the disciplines. Their foundation role in children's construction of knowledge right from elementary classes to senior secondary classes need to be recognized. A renewed effort should be made to implement the three-language formula, emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. This includes tribal languages too. English needs to find its place along with other Indian languages.

Mathematics

In Mathematics, merely the 'knowledge' of Mathematics is not the main goal of teaching Mathematics. The teaching of Mathematics should enhance children's ability to think and reason, to visualize and handle abstractions and to formulate and solve problems. Access to quality Mathematics education is the right of every child.

Science

Content, process and language of Science teaching must be commensurate with the learner's age-range and cognitive reach. Science teaching should engage the learners in acquiring methods and processes that will nurture their curiosity and creativity, particularly in relation to the environment and it should be placed in the wider context of children's environment to equip them with the requisite knowledge and skills to enter the world of work. Awareness of environmental concerns must be integrated in the entire school curriculum.

Social Sciences

Social science content needs to focus on conceptual understanding rather than lining up facts to be memorized for examination and should equip children with the ability to think independently and reflect critically on

social issues. Interdisciplinary approaches are to be used to promote key national concerns such as gender, justice, human rights, and sensitivity toward marginalized groups and minorities. Civics should be recast as Political Science, and the significance of History as a shaping influence on the children's conception of the past and civic identity should be recognized.

Work

School curricula from the pre-primary stage to the senior secondary stage need to be reconstructed to realize the pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple-skill formation.

Art

Folk and classical forms of Music and Dance, Visual Arts, Puppetry, Clay Work, Theatre Art and Heritage Crafts should be recognized as integral components of the school curriculum. Awareness of their relevance to personal, social, economic and aesthetic needs should be built among parents, school authorities and administrators. The arts should comprise a subject at every stage of school education.

Peace

Peace-oriented values should be promoted in all subjects throughout the school years with the help of relevant activities. Peace education should form a component of teacher education.

Yoga, Health and Physical Education

It is very important for the overall development of learners. Through health and physical education programmes (including yoga), it may be possible to handle successfully the issues of enrolment, retention and completion of school.

Habitat and Learning

Environmental education may be best pursued by infusing the issues and concerns of the environment into the teaching of different disciplines at all levels, while ensuring that adequate time is earmarked for pertinent activities.

School and Classroom Environment

Availability of minimum infrastructure and material facilities, and support for planning a flexible daily schedule are critical for improved teacher performance. Specific activities ensuring participation of all children — able and disabled are essential conditions for learning by all. The value of self-discipline among learners through democratic functioning is as relevant as ever. Participation of community members in sharing knowledge and experience in a subject area helps in forging a partnership between school and community. Reconceptualization of learning resources in terms of textbooks focused on elaboration of concepts, activities, problems and exercises, encouraging reflective thinking and group work. Supplementary books, workbooks, teachers' handbooks, etc. based on fresh thinking and new perspectives need to be implemented. Decentralized planning of school calendar, daily schedule and autonomy for teacher professionalism practices are a basis for creating a learning environment.

Systematic Reforms

Quality concern, a key feature of systemic reform, implies the system's capacity to reform itself by enhancing its ability to remedy its own weaknesses and develop new capabilities. It is desirable to evolve a common school system to ensure comparable quality in different regions of the Country and also to ensure that when children of different backgrounds study together, it improves the overall quality of learning and enriches the school ethos. Reformulated teacher education programmes that place trust in the active involvement of learners in the process of knowledge construction; shared context of learning; teacher as a facilitator of knowledge construction; multidisciplinary nature of knowledge of teacher education; integration of theory and practice; and engagement with issues and concerns of contemporary Indian society from a critical perspective.

Check Your Progress 4

Note: i) Write your answers in the space given below.

ii) Compare your answers with those given at the end of the Unit.

6. Explain the guiding principles of NCF, 2005.

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7. Analyse the systemic reforms in School education recommended by NCF, 2005.

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8.7 NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION, 2009

In light of the principles of National Curriculum Framework, 2005, and NCFTE, 2009, caters to the pedagogical and quality issues of teacher preparation on various Teacher Education Programmes, developed by NCTE. The focus of NCFTE, 2009, were as follows:

- NCTE had prepared a framework for teacher education, which is both contextual and in tune with the emerging concerns and imperatives of the changing perspectives of education at national as well as global level.
- In this framework, the emphasis is on changing context and stress to keep it open and flexible. Teacher education must have interrogative and eclectic approach.

- NCFTE acknowledges the diversity of learning spaces and curriculum sites, apart from the classroom. It also trusted that pedagogical knowledge has to constantly undergo adaptation to meet the need of diverse context through critical reflection by the teacher of individuals’ practices.
- Teacher education is a long and continuous process in which pre-service, in-service and continuing professional development of the teachers are the inseparable part.
- Shifting towards the use of critical pedagogy was suggested.
- Suggestions were made to integrate theory and practice in the subjects in curriculum.
- In the process of education and training observation, storytelling, analysis, critical enquiry, self-learning, reflection on practices, linking practices to concepts etc. are highlighted. Need for enhancing language competence and communication skill is also felt.
- Emphasis has been given on teacher as a reflective practitioner.
- Both qualitative and quantitative evaluation and measurement procedures are highlighted.
- Modern teaching approaches such as constructivism, comprehensive learning, contextual pedagogy and ICT integration need to be highlighted.

Check Your Progress 5

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

8. Critically analyze NCFTE, 2009.

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8.8 EDUCATION IN SEVENTH TO TWELFTH FIVE YEAR PLANS

In last Unit, you have studied the planning and implementation of the schemes and policies of education discussed in 4th, 5th, and 6th Five Year Plans. In this section, we will analyse the 7th to 12th Five Year Plan, especially in view of development of education.

8.8.1 7th Five Year Plan (1985-1990)

- Recommended Universalization of Elementary Education up to the age group of 6 to 14.

- Suggested for introducing modern curricula and distance education programme for Secondary Education. Socially Useful Productive Work is also the focused point.
- Technical and Science based education was suggested for promotion.
- Art, culture and language education needs to be promoted.

8.8.2 8th Five Year Plan, (1992-1997)

The 8th Five Year Plan's focus area on education was as follows:

- Suggestions for statutory status for NCTE and development of quality Teacher Education programme.
- Relation to adult education programme, Literacy Mission launched in 345 Districts of the Country to attend total literacy with special focus on SCs, STs and OBCs.
- Suggestion the expansion of secondary education with qualitative improvement.
- Suggestion to accommodate 20% of the school passing out students in vocational courses. Special focus was given to paramedical vocational course.
- Government is to establish Navodaya Vidyalaya in each district of the country.
- Improvement in the quality and consolidation continues to be the main concern in the field of Higher Education.
- Suggestion for implementation of the three language formula in a uniform manner. Recommended 100 % financial assistance for appointment of teachers and training of modern Indian language teachers in Hindi speaking States were envisaged.

8.8.3 9th Five Year Plan, (1997-2002)

The recommendations of 9th Five Year Plan were as follows:

- Recommended to combine Pre-School and primary level methodologies along with health and nutritional concerns needed for the children, suggested to strengthen the NCERT, and SCERT to conduct research, training programme and extension activities for ECE.
- Suggested broader approach for strengthening elementary education by mobilizing community support for school improvement Programme from very bottom level.
- Suggested new initiatives for the North-Eastern States by offering diploma programme by Indira Gandhi National Open University and establishment of DIETs, CTEs, IASEs, and SCERTs.
- Provisions for alternative education for those students who are dropout, working Children, Girls, Migrated Population and other similar groups.
- Major steps like revision of the curricula with the help of NCERT and SCERT provision for vocational education, distance education and

Teaching of Mathematics, Science and Computer Education were taken for Secondary education. Providing hostel Facility for Girls, to the minorities and accommodating the person with disability in the main stream of education were the other plans in the action.

- Action plan for University and Higher education like: improving the relevance and quality of vocational education, faculty development, use of media and education technology, structural arrangement in the curriculum, access and equality linking the changes, mobilization of resources and performance and accountability were suggested.
- Free education for girls was also implemented.

8.8.4 10th Five Year Plan (2002-2007)

The focus of the overall development programme of 10th FYP has shifted from mere expansion of services and goods to growth of per-capita income. In education, Common School system was emphasized. In Elementary education, universalization of enrollment, universal achievement, maintaining equity and equality, etc. were emphasized. In secondary education, major emphasis was given on decentralization of school management. Focus was also on development of electronic management of information system.

8.8.5 11th Five Year Plan (2007-2012)

The 11th Five Year Plan presents a comprehensive strategy for strengthening the education sector, covering all segments of education pyramid.

- It was targeted that under the Sarva Shiksha Abhiyan (SSA), dropout rates for both boys and girls of all social groups should be reduced.
- Initiatives were taken for expansion of Secondary education with public and private effort. Efforts were made to strengthen upper primary with Secondary school education.
- Special attention was made to devise innovative ways of modernizing the ITIs and increasing their number. ITIs in India typically cater to around 40 skills compared with 4,000 in China at that time.
- It was observed that only 10% of the relevant age group students in India go to the Universities whereas in many developing countries, the figure was between 20 to 25 percent. The 11th Plan must undertake a major effort to expand and improve the quality of higher education system.

8.8.6 12th Five Year Plan (2012-2017)

The recommendations of 12th Five Year Plan on education were as follows:

It was observed that during the Eleventh Plan period (2007–2012), India achieved a Gross Enrollment Ratio (GER) of 17.9% up from 12.3% at the beginning of the Plan period.

It was noted that India's Higher Education system faces the challenges as follows:

Expansion:

- India's GER of 16% was much below the world average of 27%, as well as that of other emerging countries such as China (26%) and Brazil (36%) in 2010.

Excellence:

- Faculty shortage - there are 40% and 35% shortage of faculty in State and Central Universities, respectively.
- The performance of 62% of Universities was average and 90% of Colleges were below average in 2010, on the basis of their NAAC accreditation.
- India's relative citation impact on research and other publications were half the world average.

Equity:

There is wide disparity in the GER of higher education across the States and the Gross Attendance Ratio (GAR) in urban and rural areas, gender and Community wise were as follows:

- Inter-State disparity - 47.9% in Delhi vs. 9% in Assam.
- Urban-rural divide - 30% in urban areas vs. 11.1% in rural areas.
- Differences across communities - 14.8% for OBCs, 11.6% for SCs, 7.7% for STs and 9.6% for Muslims.
- Gender disparity - 15.2% for females vs. 19% for males.

The other recommendations were as follows:

- Ensuring free admissions to meritorious students.
- Entail to aligning different aspects of education (curriculum, faculty, etc.) to international standards.
- Creating adequate means of research funding and practical application of research.
- Creating a conducive environment and providing incentives to attract and retain high quality faculty.
- Leveraging technology for enhancing the teaching-learning experience to ensure better outcomes.
- Making education-industry driven and practical to ensure highly employable talent pool.
- Twelfth Plan period, provided the Government to create an enabling regulatory environment and put in place robust implementation, monitoring and quality assurance mechanisms.

Check Your Progress 6

- Note:** i) Write your answers in the space given below.
ii) Compare your answers with those given at the end of the Unit.

9. Discuss the main features of 12th Five Year Plan.

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8.9 LET US SUM UP

As per the objectives of the Unit, discussions were initially started by illustrating an overview of the basic features of National Policy on Education, 1986. It was further concluded by discussing the recommendations of the basic features of modified National Policy on Education, 1992.

The recent development in education was the important aspect of discussion in this Unit. The recommendations of National Knowledge Commission to the Nation starting from School Education to Higher and Technical Education was the main focus to understand the access, equity & equality, and quality in education at all the stages. Further, the Unit reflected on curriculum and other important pedagogical issues and the shifting of the perspectives and context of education in School and Teacher Education by analyzing the important documents of NCF, 2005, as well as NCFTE, 2009. The Unit concludes with critically analyzing the recommendations and implementation strategies of education at various stages stated from 7th to 12th Five Year Plans.

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[Note: The content of the Unit have been developed by referring the reports of National Policy on Education, 1986, Revised National Policy on Education, 1992; and 7th to 12th Five Year Plans available in Govt. of India website. The content relating to National Curriculum Framework, 2005, and National Curriculum Framework for Teacher Education, 2009, have been developed by referring the documents available in NCERT and NCTE respectively.]

8.10 ANSWERS TO CHECK YOUR PROGRESS

1. Self-exercise.
2. Recommendation was made to give constitutional status to NCTE, establishment of DIETs, CTEs, and IASEs.
3. Mother tongue / Regional Language; National Language (Hindi); Modern Language (English).

**Policy Frameworks for
Education in India**

4. Knowledge pentagon includes access to knowledge, knowledge concepts, knowledge creating, knowledge application, and knowledge services.
5. Self-exercise.
6. Connecting knowledge to life outside the school ensuring that learning shifted from rote methods to understanding the concept, making examination more flexible and integrating them with classroom life and nurturing and overriding informant by caring concerns within the democratic polity of the Country.
7. Implementing pedagogical shifting of school education concepts, perspectives and context of education in school curriculum.
8. Self-exercise.
9. Expansion, excellence, and equity at all stages of education.

